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ABSTRACT

This manual is intended to guide Kentucky vocational educators in designing and implementing a program of occupational and English language instruction that will efficiently and sensitively meet the special needs of students with limited English proficiency (LEP). The step-by-step guide aims to identify teachers' existing capabilities that may be appropriately used with these students, plus point out new techniques and resources that other vocational educators across the state and nation have found to be effective in preparing these students for occupational placement. This program manual contains six sections, covering the following topics: (1) introduction--a look at the student with limited English proficiency, review of terms and outreach efforts; (2) assessment of LEP students; (3) selection of a program model--describes several models, such as bilingual vocational education, vocational English as a second language (VESL); prevocational English as a second language, survival ESL, basic skills ESL, literacy ESL, and considerations for selecting program components; (4) funding sources; (5) program implementation; and (6) occupational placement and follow-up. Appendixes list resources that can be used in preparing programs for LEP students, such as guides for competency-based instruction for survival skills, basic skills, home management, and general vocational and literacy ESL; teaching competencies for job-specific ESL instructors; new vocational materials for LEP students; strategies for modifying vocational instructional materials for LEP students; and professional resources for vocational educators of LEP students. (KC)

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SERVING STUDENTS WITH LIMITED ENGLISH PROFICIENCY: a guide for Kentucky vocational educators

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1 INTRODUCTION

In our nation, where the dominant language is English, it has been natural for most of our public education programs to have been designed to serve the English-speaking student. However, for the student with limited English skills, the effects of these measures have been unfortunate. Since instruction offered through these traditional programs has had little or no meaning to these students due to language barriers, the consequences have included high rates of failures, dropouts, unemployment and underemployment. Students who have remained in these programs have often been mislabeled as slow learners based upon their language differences.[1]

A common response to this dilemma is "If they're going to live in the United States, they had better learn to speak English." From a practical standpoint, most people will not argue with this statement, but the next question is "From whom?"[2]

Mary Galvan, a noted authority in education for limited English-proficient persons, has emphasized that people do not learn a new language "by osmosis."[3] Unless our nation's educational programs offer these persons appropriate assistance with English acquisition, persons with limited English skills have nowhere to turn for help, and their cycle of failure will continue. A "sink or swim" attitude toward language acquisition offers persons with limited English proficiency neither hope for equitable education nor a chance to become productive citizens.[4]

Today's society imposes different demands and pressures upon persons with limited English proficiency in comparison to what was expected of the earlier generations of non-English speakers from whom many of us are descended. At the time our ancestors came to this country, our society was much more agrarian, less competitive and much less industrialized and complex. Many immigrants of earlier years were able to succeed with minimal English skills since their occupations were of the type which demanded less English proficiency, such as farming, manual labor, and running small family businesses. Educational systems of that time were much less complex, with many small schools where students could receive a great deal of individualized instruction and proceed at their own pace. Employer's demands in regard to educational attainment were not as high; many persons were able to obtain good jobs with a high school diploma or much less.

As we know, this situation has radically changed. Our society today is highly competitive and complex. The employment market today demands workers who are highly skilled in specialized areas and who are well-educated. Schools have consolidated, and teachers must serve large classrooms of students, and have little time to provide individualized instruction. Employers in business and industry are bombarded with applications for each job opening they advertise, and can select from numerous qualified applicants.

Thus, a person with limited English proficiency who comes to our country hopefully seeking new opportunities must contend with a much more demanding and competitive society than did the earlier U.S. immigrants.

A large percentage of our nation's limited English-speaking adult population (ages 16 and above) is either underemployed or unemployed. Many educational programs have not provided these persons the English and job skills necessary to meet employment qualifications. In response to this serious need, increasing numbers of vocational education programs are implementing special programs to address the special needs of these populations. In some cases, these programs offer bilingual or multilingual vocational education (instruction using English and one or more other languages). Other programs offer job-specific English as a second language training. Both of these types of programs focus upon provision of occupational training plus training in English language skills needed for the student to become trained and employable.

Although some gains have been achieved in improving vocational education for persons with limited English proficiency, much still remains to be done. Public Law 94-482 (The Vocational Amendments of 1976) addressed the responsibilities of vocational education in serving the limited English-proficient, classifying these persons as "educationally disadvantaged." This enabled vocational programs to use 20% set-aside monies for direct services to disadvantaged students to address the needs of persons with limited English proficiency. This law identified provision of equal access for these students as a national priority to be addressed by vocational education.[5]

Following the enactment of PL 94-482, some progress was noted in improvement of equal access for vocational training for persons with limited English proficiency, but enrollments and appropriate services were still not proportionate to the need. Thus, on March 31, 1979, the federal Office for Civil Rights issued firm guidelines for eliminating discrimination and denial of services to various types of persons, including those with limited English proficiency. These guidelines:

1. Cited discriminatory practices by vocational education programs toward specific groups of persons, which included "national origin minorities with limited proficiency in English"

2. Set forth guidelines for elimination of discriminatory practices by vocational educational programs. All vocational programs receiving federal funding are now expected to comply with these regulations, which include the following:

    a) No vocational program may restrict an applicant's admission to vocational education programs because the applicant is a member of a national origin minority and possesses limited English language skills.

    b) Vocational programs found to be denying persons of limited English proficiency equal access to vocational education because of their limited language skills will be required to submit a remedial plan for elimination of discriminatory practices.

    c) Discriminatory practices against the limited English-speaking by vocational education programs include the following:

        1) Denial of admission to program because of limited English language skills

        2) Assignment of students to certain vocational programs solely on the basis of their limited English language skills

        3) Lack of public notification and promotional materials of vocational program offerings in the language(s) of the limited English-speaking community.

        4) Lack of appropriate counseling capability (interpreters) for communicating with national origin minority students with limited English proficiency.[6]

PURPOSE OF THIS MANUAL

Experience in assisting Kentucky vocational educators has shown that most of these personnel recognize the special needs which must be met in vocational preparation of students with limited English proficiency, and progress in this area has been commendable. What most of these vocational educators want is informed guidance regarding how to go about providing special services which are responsive to the special needs of these students and programatically feasible for Kentucky vocational schools in both rural and metropolitan areas. This is what this manual attempts to provide.

Some sections of this manual provide a synthesis of resources and ideas which have already been developed by others which would be relevant to Kentucky vocational personnel. Each of these sources cited in the manual is gratefully acknowledged herein and information is provided on how each may be obtained. Users of this manual are strongly encouraged to also obtain and use these resources in order to acquire full comprehension of the multi-faceted concept of vocational education for limited English-proficient students. A document which included a total compilation of all existing knowledge in this field would be both duplicative in effort and cumbersome to use. Therefore, it is the purpose of this manual to provide a "starting place" for Kentucky vocational educators, plus to recommend other good avenues for professional education regarding this topic.

Your educational background may not have specifically dealt with how to appropriately serve students with limited English proficiency in vocational education. Many of the educational strategies and resources with which you are familiar may be appropriate for LEP students. The purpose of this manual is to identify your existing capabilities which may be appropriately used plus new techniques and resources which other vocational educators across the state and nation have found to be effective in preparing these students for occupational placement. This manual is designed to guide you and others in your program in designing and implementing a program of occupational and English language instruction which will efficiently and sensitively meet the special needs of your students with limited English proficiency. This step-by-step guide is provided to assist you as these students come to your program for education and help toward becoming productive citizens.

THE STUDENT WITH LIMITED ENGLISH PROFICIENCY: A CLOSE LOOK

A person whose primary language is one other than English should not automatically be classified as having limited English proficiency. This individual may also have strong English language skills, and may be able to comprehend and communicate effectively in monolingual situations where only English is used.

Students with limited English proficiency (LEP) are generally described as "those students whose primary language is one other than English who have difficulty speaking and understanding instruction in the English language."[7] This definition is a good guide for you in deciding whether any of your students meet these LEP criteria. However, those students who are classified as limited English-proficient will have different characteristics and abilities. Therefore, caution should be exercised in hurriedly implementing a program without examining the needs and characteristics of each LEP student you are serving. Factors which may vary among the LEP students you will have include the following:

1) Levels of English proficiency
2) Literacy skills in native language
3) Primary languages
4) Educational and cultural backgrounds

Other characteristics which must be considered for LEP students, as well as other students, include levels of motivation, maturity, intelligence and ability, age, occupational aspirations, former job training/work experiences, and economic circumstances.

Thus, it is apparent that LEP students, like other students, should not be "lumped" into one category. The needs and abilities of each student should be carefully assessed, and appropriate placement and services should be provided based on these assessment results.

Also, the size of your LEP enrollment will influence the direction you take in serving these students. It's easy to see that the services provided for one LEP enrollee need not be as involved or costly as services for twenty LEP students.

Therefore, in deciding where to start with your LEP students, you must take a close look at the personal characteristics of each of your LEP students, their assessment results, the size of your LEP student enrollment and resources available within your program and community.

Each of these steps will be discussed in the subsequent sections, and recommendations based upon these variances within enrollment will be provided.

A QUICK REVIEW OF TERMS

If you haven't dealt with education for students with limited English proficiency until now, there are a few specialized terms you'll encounter with which you'll need to be familiar. These terms are defined below:

LEP - Limited English Proficiency - refers to "any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from educational programs. LEP persons have English as their second language."[8]

ESL - "English as a Second Language - the teaching of English to persons whose native language is not English."[9] ESL instruction develops the student's English skills in speaking, listening comprehension, reading and writing. Techniques and materials used for ESL instruction are specialized and should not be confused with those used for remedial English for native English-speakers.

VESL - Vocational English as a Second Language - Also referred to as job-related ESL. - "the teaching of special purpose English to LEP persons which utilizes the vocabulary, situations, and lexicon specific to a vocational field or job."[10]

Bilingual Education - "Refers to using two languages as the medium of instruction. (In the United States, one of these languages is English.)"[11]

Bilingual Vocational Education - "Refers to programs which are designed to enable individuals with limited English-speaking ability to acquire the necessary job skills by using two languages as the medium of instruction. An integral part of these programs is the teaching of vocational ESL."[12]

LES
or
LESA - Limited English Speaking or Limited English Speaking Ability - terms formerly used to describe persons with limited English skills. This term has now been broadened to LEP (limited English proficiency) in order to encompass not only limited skills in speaking English but also the skills of writing, reading and listening.

OUTREACH EFFORTS

If your community includes a significant population of persons whose primary language(s) is/are not English, your vocational program is required by federal mandate to implement appropriate recruitment/outreach efforts. Information regarding your vocational program's training offerings, admission requirements, etc. should be made available in the native language(s) of LEP persons within the community.

If the size of the LEP population in your community justifies such an outreach effort, several steps are recommended:

1. Identify an interpreter who can translate program publicity. The text of this program publicity should explain that 1) your vocational school offer not only occupational training but also instruction in occupation-related English, and 2) that language will not be a barrier to acceptance into the program.

2. Disseminate native-language program publicity to agencies and/or churches in the community who assist or sponsor LEP students.

3. If any native language media are available within the community (radio, newspaper, newsletters), use these as vehicles for publicizing your vocational program. Sponsors of LEP families will be aware of these media if they exist.

4. Disseminate native language materials to other educational programs in the community which serve LEP students, such as Adult Basic Education, CETA, other English as a second language programs, and secondary schools.

5. Encourage tours of your vocational programs by LEP students enrolled in other programs.

A compilation of strategies for outreach services in bilingual vocational training programs will soon be undertaken through funding from the Office of Bilingual Education and Minority Language Affairs, and should be available for dissemination in the Spring of 1983. For further information, contact:

OBEMLA
U. S. Department of Education
Room 421 Reporters Building
400 Maryland Avenue S.W.
Washington, D.C. 20202
202/245-2600

2 ASSESSMENT OF LEP STUDENTS

One of your first concerns in assessing an LEP student may be "How am I going to do this if I can't communicate with the student?" Assessment of these students will call for some creativity and flexibility on the part of your program's personnel who are responsible for intake and assessment. Some possibilities for determining what abilities, needs, occupational interests and backgrounds your LEP students have are provided below:

1. **Student Sponsors**

Many of the LEP students in your vocational program are sponsored by individuals or agencies within your community. Oftentimes, a sponsor will accompany the student on his/her first visit to the vocational program to assist in getting the student enrolled. Obtain the sponsor's name, address and phone number, as this person may be a valuable source of information regarding your LEP student. In interviewing the student's sponsor, you may obtain the following information regarding the student:

- Name
- Age
- Former nationality
- Level of education
- Primary language
- Address and phone number
- Former employment
- Former occupational training
- Family status
- Economic status
- Prior English training
- Residency status:
  1) Refugee?
  2) Entrant?
  3) Student visa?
  4) Permanent resident?
  5) U. S. citizen?
- Occupational aspirations of student

- Special problems of student
  1) Family
  2) Health (Physical and Mental)
  3) Handicap (Sight? Hearing? Other?)
  4) Financial
  5) Transportation, child care arrangements
- Present enrollment in any other educational programs? (Types of special services being provided, if applicable.)
- Sponsor's knowledge of any educational testing or services from other agencies that the student has received.

You may think of several other questions that you wish to ask the sponsor. The above are to serve only as a guide.

In some cases, your LEP students will not have sponsors. What are some other sources to which you may turn to obtain information?

2. The Student

If your LEP student has a moderate degree of English proficiency, you may be able to obtain some basic information directly from him/her. Some LEP students have fairly strong English reading skills and may be able to respond better to written questions more readily than they can to spoken questioning. Administration of English proficiency tests (both written and oral) will tell you whether the student possesses enough English fluency to accurately respond to either written or oral questioning. (See English proficiency testing, page 13.) If you identify a student with fairly strong English skills, you may use him/her as an interpreter for other LEP students of the same language group.

3. Assistance from an Interpreter

If your vocational program is located in or near a larger metropolitan area, you may be fortunate enough to find someone who speaks the student's primary language and who would be willing to assist you in obtaining information from the student. This person may be willing to provide services on a voluntary basis. However, if you plan to use the interpreter frequently, you should explore the possibility of acquiring supplemental funds to reimburse this person for his/her time and efforts. (See Applying for Funds, page 41.)

How might you go about finding a bilingual interpreter? There are several sources you might try:

- Colleges or universities
- Military bases
- Other community ESL programs (ABE, secondary, elementary)

Advertising for a bilingual interpreter in your local newspaper may yield surprisingly positive results. Some persons who may have bilingual fluency are:

- Military veterans
- Former Peach Corps workers
- ESL program graduates
- Parents
- Peer tutors
- University/college students who are language majors
- Foreign language teachers

In larger metropolitan areas, certain community agencies may be able to assist you in locating an interpreter. In Louisville, for instance, the American Red Cross provides an interpreting service called WSYL (We Speak Your Language).

If you are able to locate a bilingual interpreter, this person can assist you in acquiring information on the student's background, interests and needs. If certain tests must be administered to the student, the interpreter may assist in administering questions and/or directions in the student's native language.

4. Other Resources

Some other agencies which may assist you in acquiring background information on your LEP student are:

1) **Language and Orientation Resource Center (LORC)**, Center for Applied Linguistics, 3520 Prospect St. N.W., Washington, D.C. 20007. Hot line numbers: 800-424-3701 or 800-424-3750. Persons who staff this hotline service can answer questions in the major Indochinese languages (Khmer, Lao, Hmong, Vietnamese, Chinese, Thai, etc.) as well as a number of other languages including French, Spanish and Haitian Creole.

LORC also provides excellent orientation materials to refugees and their sponsors which are quite useful for educators, also.

2) **National Indochinese Refugee Task Force**, Hot line, 800-424-0212. The function of this task force is to provide translation/interpretation services for Vietnamese, Laotian and Cambodian refugees.

The task force also provides over-the-phone cultural orientation and counseling for these persons and will provide them an orientation handbook. The task force will also assist sponsors and educators in communicating with these persons.

3) **Credentials Evaluation Service**, P. O. Box 24679, Los Angeles, California 90024. This agency will translate and evaluate any documents your LEP student may have, and will send you a report on these. There is a charge for this service, and turn-around time is rather lengthy, due to the volume of requests.

4) **Other Community Agencies/Programs**--If the LEP student is referred to your vocational program by another program or agency (either in your community or from elsewhere), contact this program and request whatever information they may have regarding the student. If the student has been enrolled in another educational program prior to admission to your program, it may be helpful to talk or correspond with personnel at that program. Inquire about any testing that was done, instructional materials used, and the student's performance in the program. Request personal information about the student, using the same guide as is provided for sponsors (p. 9).

ASSESSMENT PROCEDURES, INSTRUMENTATION

There are three types of assessment results needed to appropriately serve your LEP students:

1) **English proficiency**
2) **Vocational interest**
3) **Vocational aptitude**

ENGLISH PROFICIENCY

Testing an LEP student's level of English proficiency (both oral and written) should be done as soon as possible. This will give you a better idea of the services the student will need and whether bilingual interpreting services are needed.

There are many English proficiency tests which have been commercially-developed. Care must be taken to select a test which you feel is best designed for use with your LEP students. Many English proficiency tests are most appropriate for administration to students applying for admission to higher education and are too difficult to be used with LEP students with lower levels of English proficiency and lower academic background. The tests you select need not be elaborate. Keep in mind the measures you are trying ot obtain, which are:

- **Reading comprehension**
- **Aural (listening) comprehension**
- **Speaking skills**
- **Grammar skills**

Select one or more tests which are fairly simple to administer and interpret, but which give you an accurate picture of what the student's English training needs are.

In selecting English proficiency tests, be sure that the instruments are appropriate for the age of your students. Some English proficiency tests are more appropriate than others for administration to secondary and postsecondary students.

A good guide to selecting English proficiency tests is available free upon request from the Language and Orientation Resource Center (LORC), c/o the Center for Applied Linguistics, 3520 Prospect St., N.W., Washington, D.C. 20007. You should request English Language Testing (No. 20 in the General Information Series). LORC's free hot-line numbers are 800-424-3750 and 800-424-3701.

Some English proficiency tests which are appropriate for use with LEP students in vocational programs are listed below:

- **Ilyin Oral Interview** (Available from Newbury House Publishers, Inc., Rowley, Massachusetts 01969). This test provides a measure of the student's listening and speaking skills.

- **EPT (English-Second-Language Placement Test A & B, G & H**
  (Available from Alemany Community College Center, 750 Eddy Street, California 94109). This test is divided into two parts, one for administration to students with low levels of English proficiency, and one to measure more advanced English skills. It is primarily a measure of English reading and grammar skills.

- **BVOPT (Bilingual Vocational Oral Proficiency Test)**
  Write U. S. Office of Education, Bureau of Occupational and Adult Education, Room 5026 ROB-3, 400 Maryland Avenue, Washington, D.C. 20202. This instrument is an individually-administered oral test which measures the student's level of aural comprehension of English language concepts needed for success in a vocational program. It is also used to determine whether the student is eligible for placement in an LEP vocational program.

- **John Test: A Test of Oral Proficiency for ESL Placement**
  (Available from Language Innovations, Inc., 2112 Broadway, Room 515, New York, N.Y. 10023).

- **English Language Skills Assessment (ELSA).** Available from Newbury House Publishers, Inc., Rowley, Massachusetts 01969.

- **English as a Second Language Oral Assessment (ESLOA).** Available from Literacy Volunteers of America, Inc., Sixth Floor, Midtown Plaza, 700 E. Water Street, Syracuse, N.Y. 13210. This is an orally-administered test which measures student's aural comprehension and speaking skills.

It is recommended that you periodically assess your student's progress, using alternate forms of the same instruments. This will give you a measure of how much the student is gaining from ESL instruction.

VOCATIONAL INTEREST AND APTITUDE

To assess vocational interest of your LEP student, a simple interview may be sufficient (using a bilingual interpreter, if needed and one is available.) The LEP student may already have a broad educational and/or work background in a specific occupational area. Students such as these may need upgrade vocational training with concurrent vocational English as a second language instruction.

Another alternative is an informal career orientation program, in which you "rotate" your LEP students through several occupational training classes and allow them to observe and/or "shadow" other students already in training. This will give them a better idea of what is involved and expected in each of the occupational areas.

After you have gained as much preliminary information about a student's vocational interest as possible, channel him/her into a vocational area which you feel best reflects his/her interest. Monitor the student's progress and attitudes closely. If the student seems to be happy in class, allow him/her to continue, even if his/her progress may be slower than "regular" students. However, if the student seems unhappy or disinterested after a trial period, consider exploring another occupational choice for him/her.

Few instruments exist which are appropriate for assessing occupational interest and/or ability of LEP students. One resource due to be available in May 1981 is a career assessment kit for use with Vietnamese and Laotian students which is being developed through a project coordinated by the Iowa State Occupational Coordinating Committee (SOICC). This kit will include native language information for 290 occupational titles, a user handbook and a manual needle-sort deck of career cards. For ordering information, contact:

John Niemeyer
Iowa SOICC
523 East 12th Street
Des Moines, Iowa 50319
(515) 281-8076

Another vocational assessment instrument for Indochinese students is currently being developed at the Indochinese Cultural and Service Center in Portland, Oregon. This instrument, entitled the Glenn Occupational Scales for Indochinese (GOSI), is an individually self-administered test available in English, Vietnamese, Cambodian and Laotian. Tape cassettes will also be available in all three Indochinese languages for testing illiterate students. The test will access vocational interest and aptitude data; it will take approximately 15 to 20 minutes for completion, and will be scorable by monolingual English speakers. The projected completion date for the GOSI is September 30, 1981. Further information may be obtained from:

Dr. Chris Glenn
Indochinese Cultural and Service Center
1607 N.E. 41st Avenue
Portland, Oregon 73232
503/288-6206

Another method for assessing vocational aptitude of LEP students might be through use of the United States Training and Employment Service Nonreading Aptitude Test Battery (NATB). The NATB measures the same aptitudes as the more familiar GATB (General Aptitude Test Battery). The NATB is not available to the general public; however, under certain conditions, authorized personnel at non-profit institutions may administer this test battery. Clearance must be obtained through a State Employment Service office. Some subtests of the NATB might best be administered with a bilingual/bicultural interpreter, or only those subtests which can be administered non-verbally might be given.

If Spanish is the primary language of your LEP students, a greater variety of bilingual career education information and vocational assessment resources are available. Two bibliographies of Spanish career education materials may be useful. One bibliography, compiled by Adams and Taylor, is available free from the Kentucky Department of Education or the Western Kentucky University LEP Vocational Education project. An annotated bibliography of Spanish career education materials has been developed by Jeanne Lopez-Valadez, and is entitled Bibliography of Bilingual Materials for Career/Vocational Education--A List of BESC Holdings. Ordering information for each of these documents is provided in Appendix E.

The GATB, a frequently used vocational assessment battery, is available in Spanish. Two other Spanish/English vocational assessment instruments are the Geist Picture Interest Inventory, Revised, (available from Western Psychological Services 12031 Wilshire Blvd., Los Angeles, California 90025), and The Harrington/O'Shea System for Career Decisionmaking (available from Chronical Guidance, P. O. Box 271, Moravia, N.Y. 13118). The Singer Career Systems are also available in Spanish and Arabic. (Contact Singer Career Systems, 80 Commerce Drive, Rochester, N.Y. 14623.) Valpar and other commercially-produced vocational assessment systems will be converted to other languages by Progressive Evaluation Systems, 21 Paulding Street, Pleasantville, N.Y. 10570 (Hot line 800-431-2016). If ten or more work samples are purchased in another language, the company will convert the systems at no cost to the program. For less than ten work samples, a fee will be charged for this service.

A useful new career orientation resource for LEP students is available from Portland Community College in Oregon. Entitled Jobs in America, it is a series of slide-tape presentations dealing with fifteen different occupations: Auto Mechanics; Carpenters; Electronic Assemblers; Clothing Machine Operators; Office Workers; Machinists; Licensed Practical Nurses; Welders; Teacher Aides; Data Entry Operators; Cooks; Beauticians; Dental Assistants; Building Maintenance Workers; Drafters. Slide-tape narrations are available in English and six other languages (Cambodian, Hmong, Laotian, Mien, Spanish and Vietnamese). The narrations describe the nature of each occupation and provide information about places of employment, tools and equipment needed, training required, opportunities for advancement, employment outlook, earnings and working conditions. Vocabulary sheets which explain complex or technical English are provided for discussion prior to viewing the presentations. A complete set of these materials is available for loan from the Western Kentucky University Special Needs Resource Center, 403 College of Education, WKU, Bowling Green, Kentucky 42101--502/745-3441. Further information or purchase guidelines are available from:

Geraldine Pearson
Developmental Education
Portland Community College
1200 S. W. 49th Avenue
Portland, Oregon 97219
503/244-6111

PROGRAM PREREQUISITES

English Proficiency

One practice which unfortunately is all too common at some vocational programs is requiring LEP students to demonstrate a certain level of English proficiency before they will be considered for admission to training. The attitude of some personnel at these programs is "Let them learn English; then we'll give them vocational training." Anyone who has ever attempted to learn a second language will realize that this presents a tremendous barrier to LEP persons. The mastery of a second language requires years of study. Requiring persons to demonstrate intermediate or full English proficiency before they will be considered for admission to vocational training automatically discriminates against many potential students and demonstrates lack of equal access. Many vocational educators across the nation have found that even LEP students with minimal English skills can succeed in vocational training when appropriate supportive services are provided by their vocational programs. LEP students in these programs are not forced to wait years until their English proficiency meets some arbitrarily imposed set of standards. They will not be expected to speak fluent English upon completing these programs, but can acquire, within a reasonable period of time, sufficient language skills to perform effectively in a job setting. Provision of **equal access** and **appropriate services** are the two points to remember and observe in dealing with admission of LEP students to your vocational program.

Testing

Although effective performance in every occupational area demands certain cognitive and psychomotor abilities, many training programs do not have rigid, specific admission prerequisites that students must meet. However, admission to some occupational areas is dictated by satisfactory achievement of certain program prerequisites, such as obtaining certain minimum scores on tests such as the GATB, GED and others.

The primary purpose for testing any student should be to accurately and fairly diagnose the subject's strengths and weaknesses. Test results from any instrument which is culturally and linguistically-biased will not accurately reflect an LEP student's abilities. Administering a test designed and normed for native English speakers to an LEP student will be meaningless and may sometimes be humiliating and devastating to the student. Some programs have even placed LEP students in special education classes based on results of biased testing. If a test's standardization sample (i.e. the persons whose scores constitute test norms) does not include persons whose language and cultural backgrounds are similar to the student you are testing, this instrument should not be used.

In order to obtain an accurate assessment of an LEP student's abilities and weaknesses, several practices (or combinations of practices) may be employed:

1) Administer performance tests using a bilingual/ bicultural interpreter
2) Have an interpreter translate written test material into the student's language (for students who are literate in their native language)
3) Use non-verbal assessment batteries

The above procedures should enable you to obtain a fairer and more accurate picture of what the LEP student needs and can do. Because of cultural biases tests may contain and the way some tests must be administered, exercise caution and moderation in accepting any tests results as absolutely definitive of a LEP students' ability. Even with native language administration, the test results may not accurately reflect an LEP student's full capabilities. The student, because of differing cultural background, may not be familiar with concepts or terms used in the test. The necessity of using an interpreter may influence the validity of the test score, also.

When program prerequisites must be met because of licensing requirements (such as for L.P.N. training), reality dictates that any student will have to meet these criteria before being admitted to a program. This, of course, includes LEP students. When a student's English proficiency is so low that the chances of his/her meeting program prerequisites are nil, career counseling must be provided to steer the student toward a more realistic short-term career goal and providing him/her with bilingual and/or job specific ESL training along with short-term occupational training. Pursuing a short-term career will provide the student job skills and placement in an occupation which will enable him/her to be self-sufficient and productive and still work toward his/her long-term career goal. Once the student has obtained strong enough English skills and other knowledge to meet program requisites, he/she may then enter training to achieve long-range career goals.

Several states have adopted more flexible policies regarding program admissions, which enable LEP applicants to have prerequiste tests administered in their native language(s). The same policies might also be adopted by Kentucky programs through the efforts of educators in our state. Eliminating discriminatory admissions requirements will offer new opportunity to LEP students who otherwise, from the start, are denied a chance to succeed, based solely upon their linguistic differences.

Program prerequisites which are arbitrarily imposed and not based on licensing requirements discriminate against LEP and other educationally disadvantaged students. Any program which enforces this type of program prerequisite should be aware that this practice is discriminatory and does not provide equal program access, which has been federally mandated.

"The bottom line" in regard to testing a student is that it should be done to help a student, not to hinder him/her. Tests should be administered which will yield a fair and accurate diagnosis of a student's strengths and weaknesses and which can serve as one basis for career guidance and counseling.

3 SELECTING A PROGRAM MODEL

There are several different types of programs currently used to serve LEP students in vocational training programs. Some programs may be more appropriate than others for your LEP students and your vocational training program. You may need to consider an eclectic program model, which combines components of several of these models. The types of programs examined here are 1) **bilingual vocational education**, 2) **vocational English as a second language**, 3) **prevocational English as a second language** and 4) **other ESL program models**. Each model is described below and the "pros and cons" of each are also discussed.

BILINGUAL VOCATIONAL EDUCATION

Many authorities feel that the model which is best for a vocational program enrolling LEP students to adopt (if feasible) is that of bilingual vocational education. This approach provides vocational instruction in two languages--English and the primary language of the LEP students. As the students' English skills improve, dependence upon the native language decreases. Bilingual vocational education may be provided in several ways.

Two points should be stressed regarding bilingual vocational instruction. The first point is that not every word which is said or read in class needs to be translated. Only that communication which is vital to the occupational understanding, safety and success of the LEP students needs to be provided in their native language. As English proficiency of the students increases, dependency upon bilingual instruction should diminish New information and clarifications can continue to be presented in the native language, as necessary, to ensure trainee's comprehension of content; comprehension should never be sacrificed due to insistence on the sole use of English. Students should understand, however, that one of the major objectives of their training is the eventual full use of English in the occupational setting.[13]

The other important point to remember is that whenever a bilingual vocational program is implemented, it should always include a strong vocational ESL component. This instruction, provided outside of the regular vocational class by a separate ESL teacher, should strongly complement the vocational instruction the student receives in his/her regular training class. Thus, close coordination and cooperation between the vocational instructors and ESL teacher is necessary to identify English language learning objectives for each vocational course.

One mode of bilingual vocational education is provided by a **bilingual vocational classroom teacher**. The instructor provides lectures, demonstrations and other classroom activities both in English and in the native language of the LEP students. The LEP students also attend supplemental English as a second language (ESL) classes for part of the time they spend at the vocational program each day. This ESL instruction should focus upon training in English language skills the students need for understanding classroom instruction and performing effectively in their vocational class and in subsequent job placement.

The presence of an on-staff bilingual vocational instructor is indeed a rare phenomenon in our state, however. Even if this situation does exist, there still may be several limitations:

1) The vocational instructor, although bilingual, may not speak the language(s) of the LEP students who are enrolled. Kentucky's vocational programs with larger LEP enrollments generally report a mixture of various language groups within those enrollments. This approach, then, is most appropriate for large numbers of LEP students of one language group.

2) This approach also limits the vocational offerings for LEP students to the occupational area of the instructor.

Because of these limitations, this model may not be feasible for many vocational programs in our state. However, there are several other ways a program may provide bilingual vocational instruction.

One of these alternative models involves the use of **bilingual teacher's aides** or **paraprofessionals** who work alongside an English-speaking vocational instructor and who provide, when needed, explanations to the LEP students in their native language(s). These aides should possess strong facility in both English and the native language(s) of the LEP students. The number of aides a vocational program may hire will be dictated by the number of languages represented within the LEP enrollment and the level(s) of English proficiency represented within each language group.

If LEP students are enrolled in several different training programs, the aide(s) may "float" among the various classes, with the vocational instructors keeping record of information which should be provided bilingually to their LEP students by the aide(s).

The necessity for hiring bilingual aides is dictated by the English proficiency levels of the LEP students. Some LEP students who enter vocational training may still be lacking in many English skills necessary for occupational success and still need supportive ESL instruction to improve various English skills. These same students, however, may have a strong enough level of English proficiency to comprehend simplified vocational instruction, and use of a bilingual aide may not be needed. Instead, these students might be used as peer tutors for other LEP students of their same language group who may be enrolled in the class with them. **Bilingual peer tutoring**, then, is a third alternative model of bilingual vocational education.

A modified version of bilingual vocational education may be possible in some instances where a "full-blown" program is not possible. If LEP students are enrolled in an occupational area for which **bilingual vocational instructional materials** are available in the students' native language, the vocational instructor and ESL tutor may use these materials to augment the students' understanding of monolingual English vocational instruction. Bilingual vocational instructional materials should not be used as the sole source of supportive information and assistance to these students, however. As with any model of bilingual vocational education, strong emphasis should be placed upon acquisition and use of second language skills in English. The LEP students should be gradually transitioned from dependence upon materials in their native language to full dependence upon English for vocational purposes.

A fifth way of implementing bilingual vocational education may be indicated for some programs whose jurisdictions include a large enough LEP subpopulation of one language group who are all interested in one area of occupational training. This model entails the hiring of a **new bilingual vocational instructor**, perhaps a craftsman from the community, to provide vocational instruction in two languages--English and the LEP students' primary language. This teacher would not replace any of the preexisting staff, but would be a new staff addition. Since the instructor is bilingual, the class may enroll both LEP students and native English speakers. Again, all LEP students are also enrolled in supplemental ESL classes, with strong emphasis given to acquisition of occupational English skills. This approach has been used in other states with large LEP populations. As Kentucky's LEP populations continues to grow, this approach may be viable for some of the state's vocational programs, particularly in the larger metropolitan areas.

For some Kentucky programs, the implementation of a bilingual vocational education program is simply not financially and programmatically feasible. The adoption of this type of program usually entails the hiring of at least two new staff members--an ESL instructor and a bilingual aide. (An exception might occasionally occur when the bilingual aide is also qualified to serve as the ESL teacher.) If a program has LEP enrollees with several different primary languages, bilingual aides may be needed to assist each different language group. A program administrator must determine, therefore, if his LEP enrollment is large enough to justify this sizable staff and budgetary increase.

For vocational programs in larger Kentucky metropolitan areas, the answer may be "Yes." If, for example, a vocational school's enrollment includes ten Laotian students, five Russian students, and four Cuban students, implementation of a bilingual vocational program may be financially warranted. This may entail hiring of a full time ESL instructor plus three part-time bilingual aides.

For other vocational programs in Kentucky, implementation of a bilingual vocational education program for LEP students may not be realistic and financially viable. Though this may be the ideal approach, the answer to whether this type of model is feasible for many programs must be "No." The following situations (and/or combinations of these situations) dictate this answer:

- Small LEP enrollments
- Unavailability of bilingual aides or instructors
- Unavailability of bilingual vocational instructional material

Since these or other situations may prohibit the implementation of a bilingual vocational education program, let us examine other models which have been used to serve LEP students in vocational programs.

VOCATIONAL ENGLISH AS A SECOND LANGUAGE (VESL)

One of the major advantages of the VESL program model (or one of the bilingual vocational education models) is that it prepares the student for occupational placement in the shortest possible period of time. Many LEP students who enter vocational training are in need of occupational and job-related English skills training as rapidly as possible, due to their economic circumstances. Provision of concurrent occupational and language training is best suited for LEP students in these situations. A broad study of English might be appropriate for LEP students who are enrolled in general academic programs and can devote several years to the study of English. However, most LEP students who enroll in vocational programs simply do not have the time or financial circumstances which permit them to master the entire English language before they can become wage-earning citizens in their chosen occupation.[14]

These models enable the student to leave the program with an occupational skill and accompanying English skills that he/she will have to have in order to obtain and maintain employment. Each LEP student should be strongly encouraged to continue his/her study and refinement of English. This more general ESL instruction may be gained through enrollment in adult education, community college or university ESL classes, as the student's time and/or personal situation permits.

A VESL program entails the provision of job-specific English as a second language instruction provided by a person(s) specifically charged with this responsibility. This supplemental instruction is offered outside the regular vocational class, usually for at least one hour per day. At the same time, the LEP student(s) may be mainstreamed into regular vocational classes which are reflective of their occupational interest(s). The vocational classroom teacher(s) is/are not directly responsible for English instruction. However, they work closely with the VESL teacher to assure that the English instruction the student(s) is/are receiving is reflective of the language skills needed for their occupational training.

A VESL teacher may be drawn from existing staff (learning center coordinator or related subjects teacher), or he/she may be a person specifically hired for this purpose. VESL instruction may be a part-time or full-time duty, depending on the number of LEP enrollees. If LEP enrollment is sizable, it is recommended that an ESL instructor be hired full-time. Also, if a program receives a substantial number of LEP enrollees, the ESL teacher may need an aide, or ESL classes may be split between two or more teachers.

The number of ESL teachers needed will depend upon the number of LEP enrollees. English as a second language teaching, and particularly job-specific ESL teaching, is a time-and energy-consuming responsibility. Even a full-time ESL instructor should not be charged with serving more than a total load of 50-60 LEP students. It must be remembered that, in addition to ESL teaching duties, the ESL teacher must also be involved in lesson preparation, materials adaptation and/or development, testing, vocational classroom observation of LEP students, ordering materials and closely conferring and planning with the LEP students' vocational instructors.

The Center for Applied Linguistics has outlined the areas which are typically covered in VESL instruction. These are:

- **Safety language**
- **Asking and answering work-related questions**
- **Explaining problems with work or machinery**
- **Reporting on work done**
- **Understanding and giving instructions**
- **Making requests**
- **Informal conversation on the job**
- **Occupation-specific vocabulary**[15]

In Program Design Considerations for English as a Second Language, the Center for Applied Linguistics points out that four points should be given special consideration in implementing a VESL program:

1) This kind of program "works best when offered in conjunction with occupational training and employment"

2) "Institutions should be ready to adapt vocational instruction to limited English speakers"

3) Due to the lack of appropriate VESL materials, "institutions should be prepared to do extensive analysis of the language used in each occupation"

4) VESL instruction "requires extensive coordination and contact between vocational instructors, ESL instructors, job counselors and employers"[16]

One problem with this model is that, when working with LEP students with very low English proficiency, it may often be extremely difficult to convey certain English language and/or vocational education concepts to them without the use of the student's native language. Patience and creative teaching are required of both the VESL teacher and the vocational instructor. The more VESL instruction reflects the language used in the vocational classroom, the more rapid will be the progress of your LEP students. Vocational instructors must be willing to assist the VESL teacher in identifying English needed for training and job success. Without this mutual cooperation, LEP students may not be receiving the job-related English which is vital to their effective classroom performance and necessary for occupational placement and job retention.

Another major problem with the VESL model is that presently there is an appalling lack of good VESL materials available from publishers. Many occupational-specific ESL materials presently available are much too advanced for many LEP students. To provide appropriate VESL instruction for students in some occupational areas, the VESL teacher may need to develop his/her own instructional materials. Of course, this is a challenging job in itself, in addition to the other responsibilities the VESL teacher must assume. Every administrator must be aware of these responsibilities which are entailed in VESL teaching and, when planning a program for LEP students, build in enough time for the teacher to spend in preparing appropriate materials.

Some vocational personnel feel that VESL instruction should be provided as a prerequisite for admission to vocational training, and, in some instances, have implemented this type of program for their LEP students. This practice adds substantially to the amount of time a student has to spend in training rather than on the job. Learning a new language in isolation rather than being able to use and relate it in everyday classroom situations reduces its relevancy and the level of retention. Therefore, provision of concurrent VESL and occupational training is more strongly recommended than the practice of requiring VESL as a prerequisite. If VESL instruction is provided before admission to occupational training, it should also be continued after the student enters vocational class.

PREVOCATIONAL ESL

The term "prevocational," when used in this context, differs in definition from how it is generally used in vocational education. Prevocational ESL refers to ESL instruction which focuses on general occupational language skills that a LEP student will need. These language skills are not job-specific but are applicable to most job situations. Some of the areas covered in prevocational ESL instruction may include:

1) Applying for a social security card
2) Filling out job applications
3) Reading job advertisements
4) Scheduling and participating in a job interview
5) Applying for worker's benefits (insurance, retirement, etc.)
6) Telling time
7) Using currency
8) Reading work orders, other job-related materials
9) Reading a paycheck
10) General occupational safety language

(It should be noted that a VESL program may also include training in these areas. In a VESL program, this training may be more specific to the student's chosen occupation, however.) Prevocational ESL is sometimes offered when a program has a large number of LEP students with a wide range of occupational interests and these students need rapid occupational placement.

A prevocational ESL program may enable the students to acquire the **general** occupational English skills they need to enter the job market. However, prevocational ESL will **not** provide them the occupational-specific English skills vital to most job situations and, as stated by Crandall, the student may still need "a substantial follow-up program consisting of additional ESL and...additional vocational training, either on the job or in a night program."[17] Crandall also states that Prevocational ESL courses generally offer instruction in basic job acquisition skills for students with minimal English skills who need rapid occupational placement.[18] Thus, prevocational ESL programs may be implemented at a vocational school when a VESL program is not possible. But prevocational ESLis more highly recommended as a **component of** a VESL program.

OTHER MODELS

Several other program models are included and discussed here although they are not generally the function of vocational programs. However, if no other adult ESL programs are available in your community, you may need to incorporate parts of these models into your program's services to LEP students. These instructional approaches may be particularly necessary for students with minimal or no English and/or literacy skills.

One important note of caution should be observed in broadening your ESL offerings. Remember that the **primary** goal of LEP students who enter your vocational program is **occupational preparation. All** ESL instruction should be as closely aligned with this primary goal as possible. ESL instructors who feel their LEP students require the following types of English instruction should design these types of ESL instruction to be as closely related to the **occupational** goals of their students as possible.

Survival ESL

Survival ESL "provides the language necessary for minimum functioning in the specific community in which the refugee is settled."[19] The content of ESL Survival instruction "may include but not be limited to simple statements, questions and vocabulary concerning:

Consumer/environmental skills, such as
- personal information
- money/credit
- housing
- health
- communications
- shopping (food/clothing, non-essentials)
- community resources
- insurance
- taxes
- emergency measures

American systems, such as
- social customs and manners
- classroom practices
- adjusting to American life"[20]

The Center for Applied Linguistics has identified expected outcomes for students who complete "survival ESL" instruction. These persons should be able to demonstrate the following competencies:

1) "Ask and answer questions related to daily living and other subjects familiar to the client"

2) "Understand simple statements addressed to them within their limited language scope and be able to ask for clarification when necessary"

3) "Be understood by native speakers paying close attention to repetition and clarification, since errors in pronunciation and grammar will probably be frequent"

4) "Possess vocabulary adequate for daily living needs, but probably inadequate for complex situations or ideas"

5) "Read essential forms, numbers, labels, signs and sample written survival information"

6) "Fill out essential forms and write name, address, phone number and make emergency requests"[21]

Basic Skills ESL

Depending upon the needs and present basic skill levels of the LEP students to be served, ESL for Basic Skills may be provided. This type of ESL instruction is more comprehensive than Survival ESL. The goal of Basic Skills ESL instruction is to help students develop a broader range of language skills needed for daily living in the United States.[22]

Basic Skills ESL may include the following:

1) "Communication skills required in normal daily interaction in the United States, such as:
    - conversing with friends, co-workers, sales and service people, physician, teacher, etc.
    - reading labels, prices, bus schedules, signs, directions, etc.
    - making requests, expressing intent, giving and taking instruction
    - writing letters, complaint forms"

2) "Mathematics skills required in normal daily interaction in the United States, such as:
    - addition, subtraction, multiplication, division
    - using a ruler or yardstick, measuring cup, scale and other instruments of measure
    - understanding distances, weight, prices, time-telling, and their relationships."

3) Being a "good citizen"

4) "Consumer/environmental skills for normal daily living in the United States, such as:
    - personal information
    - money/credit
    - housing
    - health
    - communications
    - transportation
    - shopping (essentials, non-essentials)
    - community resources
    - insurance
    - taxes
    - emergency measures"

5) "Becoming a United States citizen"

6) "Skills needed to satisfy state/local requirements for education/employment, such as GED, etc."[23]

Those students who complete Basic Skills ESL may be expected to successfully carry out the following:

"1) Understand non-technical spoken and written English

2) Speak in non-technical English with acceptable pronunciation and grammar

3) Write non-technical English with acceptable spelling and grammar

4) Perform the four basic math functions and use fractions, decimal, percentage and measurements

and/or

5) Satisfy state or local language and math functional requirements, such as GED

6) Meet language requirements for driver's license if/when necessary

7) Meet requirements for citizenship if/when required."[24]

Literacy ESL

The Center for Applied Linguistics has identified three categories of students who may benefit from Literacy ESL training:

"1) Non-literate: persons who have no reading and writing skills in any language

2) Semi-literate: persons who have the equivalent of 3 to 4 years of formal education and/or possess minimal literacy skills in any language

3) Non-latin alphabetic: students who are literate in their own language (e.g. Khmer, Lao, Chinese, etc.) but need to learn the formation of the Latin alphabet and the sound-symbol relationships of English"[25]

ESL Literacy training is recommended for 5 days per week for a maximum of 1 to 2 hours per day.[26] The Center for Applied Linguistics has outlined the following areas to be covered in ESL Literacy training:

1) "Pre-reading skills
2) Basic vocabulary and grammar suited to the needs of the clients until control in listening and speaking is established
3) Identification of symbols (letters and numbers)
4) Associating the spoken forms with the written forms (e.g. a spoken sentence with the way it is written)
5) Reading basic words and sentences
6) Writing basic words and sentences"[27]

Learners who complete ESL literacy training should be able to demonstrate the following skills:

1) "Recognize and match similarities and differences in letters and words
2) Arrange letters and words in appropriate sequence
3) Recognize the words and sentences already practiced in listening and speaking
4) Distinguish differences in sounds
5) Produce the sounds
6) Recognize the written form of the sounds
7) Produce the written form of the sounds
8) Show an understanding of word order"[28]

The Center for Applied Linguistics recommends that literacy training be provided on an individual, one-to-one basis, and through use of native language aides, if available, "to clarify basic concepts and skills."[29]

One other model of ESL instruction is sometimes provided--**ESL for Home Management**. This type of ESL instruction is generally appropriate for homemakers or homebound elderly[30], and is usually offered through other types of ESL programs within a community and not through vocational education.

Under the direction of Dr. Wayne Haverson at Oregon State University, a group of Oregon educators have recently developed an extremely useful and detailed guide for teaching various competencies in survival, basic skills, literacy, and general (prevocational) vocational ESL. These competencies are based on the five program models developed by the Center for Applied Linguistics. A list of these competencies and guides for teaching associated skills for these competencies are provided in Appendix A.[31] For further information about competency-based ESL instruction, contact:

Dr. Wayne Haverson
Adult Education
418 Education Hall
Oregon State University
Corvallis, Oregon 97331

With the exception of ESL for Home Management, your vocational program's ESL instruction may include parts of or all of one or more of the above ESL models. This will depend primarily upon the factors which are discussed in the next section (Considerations for Selecting Program Components).

When it is necessary to provide more comprehensive ESL training at your vocational school, the amount of time that the student may be expected to be enrolled at the vocational school must be adjusted. Acquisition of literacy skills and/or survival or basic English skills will substantially increase the number of months the student will need to be enrolled. Students enrolled in vocational classes will need job-specific English training to support them; thus, VESL should be a major component of whatever program model is adopted.

Also, care should be taken not to overload an ESL teacher at the vocational program with too many responsibilities. If your program must implement survival, literacy, or basic skills ESL training for your LEP students, hiring (an) additional ESL teacher(s) should be considered, especially in cases where the total LEP enrollment is large.

CONSIDERATIONS FOR SELECTING PROGRAM COMPONENTS

Many factors will influence the type of supplemental assistance you may implement for English/vocational instruction for your LEP students. These factors include the following:

- **Number of LEP enrollees**
- **Teaching load of existing staff (related subjects teachers,** learning center teachers.)
- **English proficiency level(s) and literacy status of your LEP student(s)**

- **Occupational aspirations of LEP students**
- **Economic situations of your LEP students**
- **Former training/occupational work experience of LEP students**
- **Availability of bilingual interpreters within the community**
- **Time of day LEP students are enrolled in training (day or evening classes).**

Let us examine how these various factors influence program design.

Number of LEP Enrollees

Many Kentucky vocational programs may have only a very small proportion of students with limited English proficiency. A general recommendation for vocational programs enrolling a few LEP students is to provide a part-time ESL teacher to work with these students each day for one or two hours. This instruction should be provided separately from the vocational class, and the teacher should be responsible (during this time period) only for ESL instruction (not working with other special needs students at the same time).

For vocational programs with more sizable LEP enrollments , a full-time ESL teacher is recommended. This will also allow the ESL teacher to have extra planning time, opportunities to confer with vocational instructors plus time to observe the students in their vocational classes.

Teaching Load of Existing Staff

If any of the special needs vocational teachers (related subjects teachers, learning center staff) within your program have a "light" period (one hour or more) during the school day, this person may be able to assume responsibility for ESL instruction of LEP students. This may be possible only if your LEP enrollment is small. ESL teaching is a time-and energy-consuming activity, and special needs vocational instructors should not be assigned this responsibility if they already have a heavy student load. A more realistic goal for the special needs vocational instructor may be to assist the ESL teacher in providing LEP students with instruction in other areas where they may be deficient, such as math, measuring skills, etc.

English Proficiency Level(s) and Literacy Status of Your LEP Student(s)

Some LEP students who come to your program may have little or no literacy skills, either in their native language or English. When this occurs, you may do one of two things:

1) Provide ESL literacy training followed by vocational ESL or bilingual vocational education at your program

2) Refer the student to an adult basic education ESL program in your community to acquire necessary English literacy skills; then admit the student to your vocational ESL program and occupational training.

If you have more than one LEP student in your vocational program, there will probably be some variance in their English proficiency levels. In some cases, this variance may not be significant, and it will be appropriate to provide ESL instruction to these students at the same time during the day. Students who make faster progress may serve as peer tutors for slower English learners.

However, if there are wide variances among your students' English proficiency levels, it is best to set up separate ESL classes for these different groups or individuals. Beginning or low-level students should be worked with during one period; intermediate-level students should be provided ESL instruction at another time during the day. This prevents the ESLteacher from having to respond to too many diverse needs at once. It also prevents the students with higher proficiency from becoming bored and the beginning or lower-level students from becoming discouraged.

Occupational Aspirations of LEP Students

A common situation which occurs at many vocational programs is that LEP students who enroll have differing occupational aspirations, just as the "regular" student clientele. It would be extremely rare in states like Kentucky for a vocational program to enroll a significant number of LEP students who were all interested in pursuing the same occupational goal. In states with larger LEP populations, such as Texas, Illinois or California, the situation may be different, with large numbers of LEP enrollees entering, for example, an automobile mechanics training program or nurse's aide training. These situations warrant different program approaches than the approach which is usually applicable for vocational programs in states such as ours. Vocational programs in Kentucky and other states with smaller LEP enrollments usually mainstream LEP students into regular vocational classes which are reflective of their occupational interests. English as a second language instruction which complements the instruction the students receive in their vocational classes should be provided. This ESL instruction is generally provided outside the vocational class, although the ESL teacher and the vocational instructors should work closely together to identify language learning objectives.

The vocational English as a second (VESL) teacher should respond to the vocational language needs which are dictated by the various occupational areas each LEP student is pursuing. This type of

English instruction is also often referred to as English for Specific Purposes (ESP) or job-specific ESL, since it is ESL designed to enable the student to communicate and comprehend the language needed for a special occupational purpose. For example, a VESL teacher may be required to teach English for auto mechanics, English for nurse's aide, and/or English for tailoring to his/her LEP students. If LEP students are enrolled in a wide range of occupational areas, the VESL instructor may need some assistance in addressing the various specific language needs represented. This might be provided through a teacher's aide, or, if a large number of LEP students are enrolled, more than one teacher may be needed for VESL instruction.

Another situation may sometimes occur in regard to your LEP students' career aspirations. Some LEP students may come to the vocational program aspiring to enter occupational training areas which require advanced English proficiency. It is apparent that some occupational areas require more skills in reading, listening comprehension, writing and speaking than others. To place a student with low English proficiency in one of these training areas simply is not realistic or fair to the LEP student, the vocational instructor, the ESL teacher or the other students within that training program. Pursuing a nursing, surgical technician or secretarial career simply may not be a realistic occupational goal for a beginning level LEP student when he/she first comes to your vocational program. However, that person should not be discouraged from pursuing that training as part of his/her long-range career goals if he/she is determined to enter that occupation. Through sensitive and effective counseling you may help an LEP student with these aspirations set immediate, realistic short-range career goals plus long-range career goals. These immediate career goals may include training in a related occupational area which does not require as high a level of English skills. Mastery of this skill and its accompanying English requirements will enable the student to maintain a job in an occupation related to his/her long-term career goals while he/she continues to increase his/her English skills. For example, a student may eventually want to become an L.P.N., but does not have and cannot immediately acquire enough English skills to enable him/her to enter and equally compete in a training program. This student might be encouraged to enter training for nurse's aide, paramedic, hospital orderly, or another occupation which would enable him/her to work in a medical setting, but which would not require such an extensive and immediate mastery of English. Once the student had completed this training, he/she may continue to gain English and occupational training aimed toward his/her long-range career goal.

For students with low English proficiency, some occupational areas lend themselves more readily to short-term VESL instruction than others.

The training areas in this category most frequently offered by Kentucky programs include:

- Machine Shop
- Carpentry
- Auto Mechanics
- Welding
- Masonry
- Tailoring
- Commercial Art
- Dry Cleaning
- Cabinetmaking
- Commercial Sewing
- Sheet Metal
- Fork Lift Operation
- Boat and Cycle Repair
- Interior Finishing
- Commercial/Graphic Arts
- Commercial Foods
- Clerical
- Auto Body Repair
- Building Maintenance
- Upholstery
- Plumbing
- Child Care
- Cashier Checking
- Appliance Repair
- Small Engine Repair
- Printing
- Construction
- Agriculture
- Mining
- Heavy Equipment Operation

Note that this list is not totally inclusive of training areas which may lend themselves to VESL instruction, but cites some fields which may be more appropriate, particularly for beginning-level VESL students who need relatively short occupational training. The higher an LEP student's English proficiency is, the more flexible can be his training options. LEP students with minimal English proficiency who need rapid occupational placement should be encouraged to consider training in those occupational areas which demand less reading and rely more on aural (listening) comprehension and limited verbal skills. If an LEP student is determined to pursue training in another area which demands higher English proficiency, the program may want to consider a longer, more flexible time line for the student's training or modifying the vocational competency expectations which are more aligned with the student's English abilities.

In some instances, it may be impossible for a program to offer VESL, or job-specific, English instruction. This may occur when LEP students enroll in numerous occupational areas for which appropriate job-specific ESL materials do not exist and funds are unavailable to support materials development. When this occurs, a vocational program may offer prevocational ESL instruction (defined on p.26). This is an alternative approach which should be taken (in the author's opinion) only when all avenues for implementing a job-specific ESL program have been expired. Though prevocational ESL does not offer job-specific English instruction, it does at least develop occupationally-related English skills which will be more relevant to your LEP students than will general ESL instruction.

Economic Situations of LEP Students

The LEP students who enroll in vocational programs oftentimes are unemployed or underemployed. Some may be receiving public assistance; others may be receiving other financial aid, such as CETA or BEOG. Others may be working part-time or full-time, in addition to attending vocational school. Many of these students are the sole source of support for several dependents. In working with students who are functioning under these types of economic constraints, it is imperative that they be provided vocational training and complementary occupational language instruction which will enable them to improve their economic circumstances within a realistic time period.

The open-entry, open-exit nature of a vocational program should be fully employed in serving students who have the double burden of economic duress and educational disadvantage, such as limited English proficiency. When the open-entry, open-exit system is followed, a student may enter vocational training, receive training which will enable him/her to function in a specific job, and then exit the training into a job placement. He/she can then re-enter training as his/her time and economic situation permits to continue upgrading his/her job and English skills further.

When students are economically compelled to complete training as rapidly as possible, several factors should be kept in mind:

- Are the students receiving training in an occupational area for which they can be placed?
- Can the learning objectives for those students be realistically met within the time they will be enrolled in the program?
- Is the English and skills training which is being provided sequenced so that the students are receiving useful information and skills that are relevant to their immediate occupational/economic goals?

If the answers to any of the above are negative, program modifications are recommended in order to better accommodate the students' needs. If this is not done, the students may become discouraged and drop out, or the students, upon completion of training, will still be unemployable.

Receiving public assistance (welfare) is not a desirable option for most students. Those who are welfare recipients are usually eager to become self-supporting citizens. Stipends, such as CETA or BEOG, are short-term and may not be sufficient to support the student and his/her family adequately. Attending vocational school and holding down a job at the same time can be quite demanding. The sooner students in these situations can become economically self sufficient, the better, for both their own economic security and self-esteem. This does not mean that program quality has to be compromised. However, in serving students with serious economic needs, the vocational staff must be flexible enough to select components of the program's occupational training which can be provided within the time frame that is dictated by the students' economic constraints and their existing capabilities.

Open-entry, open-exit, then, does not entail a "watering down" of training but instead involves an adaptation of the existing curriculum. For example, instead of training a student to be an auto mechanic, he/she might be trained to be a service attendant. The student may later return to the vocational school to continue auto mechanics training, as his/her time and economic circumstances permit.

Former Training/Occupational Experience of LEP Students

Another factor which may influence the type of training most appropriate for your LEP students is their former training and/or work experience. Below are several situations which may arise:

1) Students have high vocational skills, low English proficiency
2) Students have low vocational skills, low English proficiency
3) Students have had training/work experience which is not marketable for U.S. employment situations

For the first situation (high skill, low English), there are several options you may take. First of all, this student will need to have job specific English training, regardless of how skilled he/she may be, or he/she will not be able to survive in an occupational setting because of language problems. Depending upon the student's occupational choice and his/her level of English proficiency, upgrade training may be provided through concurrent classroom training, on-the-job training or a combination of both. Once the student has gained proficiency in the English language skills needed to function effectively in the work setting, he/she should then be ready for job placement.

When an LEP student has no vocational skills and limited English proficiency, he/she will need to have both vocational and English language training provided. Bilingual support services, such as counseling and teacher's aides, will be extremely helpful, if available. The vocational/language objectives for this student should be realistic and should be dictated by his/her level of English proficiency, economic circumstance, and occupational interest and ability.

Another situation which may sometimes occur is that an LEP student has had a great deal of training and/or work experience in his/her native country, but this expertise is not applicable and/or transferable to the United States. Occupational skills which may have been quite saleable in one country may be non-marketable or obsolete in the United States. Training and/or work procedures which were recognized in the student's former country may not meet the required qualifications for employment in the same (or similar) U.S. occupations.

In these situations, reality dictates that the student will have to "re-tool" in order to meet employment standards which have been set for U.S. employment. The student with limited English proficiency will also need to acquire the accompanying English skills needed for his/her occupation. If his/her former occupation/training is not transferable to U.S. employment situations, upgrade training or training in an occupational area related to former work experience may be recommended.

Using competency-based vocational instruction with students who have prior training or work experience may enable these students to progress more rapidly through training and avoid unnecessary training in areas for which the students need little or no upgrading. As LEP students progress through these competencies, care should be taken to cover the accompanying English language skills needed to perform each task effectively.

Availability of Bilingual Interpreters

The implementation of one of the models of bilingual vocational education (as described on pp. 20-22) will necessitate the identification of bilingual human resources within your community. Vocational programs in larger metropolitan areas will have a stronger chance of identifying bilingual teachers, aides or counselors than those in more rural areas. If bilingual personnel are not available to work in your program, implementing a VESL program should then be considered (see pp. 23-26). Efforts should be made to identify available bilingual vocational education materials to assist LEP learners, and strong emphasis should be placed upon staff development activities for vocational and ESL instructors at your program.

Time of Day LEP Students Attend Training

Vocational programs which offer both day and evening classes may receive LEP enrollees at both times. Other programs may have LEP students enrolled for day classes only, while others may have LEP enrollments only for the evening program.

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Implementing a support program to assist LEP students in both day and evening classes may pose more of a scheduling problem for administrators than the other two situations. When this occurs, at least two options are available:

1) A special program to support both day and evening enrollees may be set up. VESL instruction might be provided in late afternoon to serve both day and evening students. In this situation, the day students may have to stay at the school an hour longer, the evening students may have to arrive earlier, or both.

2) The second option (and perhaps the more desirable) is to set up two separate programs, one for the evening students and one for the day students. In some cases, where LEP enrollments are not too large, the same VESL instructor might be used. This teacher could work (for example) three hours each day in the day program, and two hours with the evening program.

These are general recommendations; other solutions may be more appropriate for your program. The important factor to keep in mind is that special support should be provided for all LEP students, and not for just those students enrolled during one part of the school day.

4 APPLYING FOR FUNDS

Special funding for vocational services for LEP students may be pursued at several different times. If a significant LEP subpopulation has already been identified in your community, you should consider applying for funding even though your vocational program may not currently enroll LEP students. Once the program has been funded, a strong recruitment effort may be carried out through working with other programs and agencies, such as the employment office, refugee-sponsoring agencies, secondary schools and adult education programs.

Once LEP students are enrolled in your vocational program, immediate efforts should be initiated to implement a supportive English language training component at your school. The lower your students' level of English proficiency the more imperative it is that a bilingual and/or VESL program be initiated quickly. Otherwise, your LEP students may become discouraged and/or overwhelmed by the strain of trying to understand instruction in a language which is "foreign" to them. When possible, it is better to have a bilingual and/or VESL program already funded in anticipation of LEP enrollees than to wait until these students appear on the doorsteps of your school.

BUREAU OF VOCATIONAL EDUCATION FUNDING

Beginning in FY 1982, the Kentucky Bureau of Vocational Education will include, as part of each vocational program's annual fiscal planning guide, a section to submit proposals for special programs to serve LEP students. If you anticipate that your program's enrollment will include one or more LEP students, you should submit a proposal for special supplemental LEP services as part of your program's plan to serve disadvantaged students. These funds may cover (but are not necessarily limited to) such costs as bilingual teachers, ESL teachers, special instructional and professional materials or equipment, testing materials, bilingual teacher aides, travel expenses, and inservice expenses. The time of year that the total plan and budget are submitted for each vocational school is available from your vocational regional office. Should your vocational program receive some unanticipated LEP enrollees after your annual plan and budget have already been submitted, you may still submit a proposal for special services to the Bureau of Vocational Education. This may be necessary in at least two situations: 1) you unexpectedly receive LEP enrollees at the first of the school year or during the course of the year, or 2) your LEP enrollment is larger than anticipated and you need extra funds for classroom materials, salaries, etc.

To apply for Bureau of Vocational Education funding, two types of forms must be completed: 1) a vocational education plan for programs, services and activities for the disadvantaged, and 2) a budget request form. The first form is used by both direct-operated and secondary reimbursed programs.

The type of budget request forms your program must submit is dictated by the type of funding under which your vocational program operates. If your program is direct-operated by the Bureau of Vocational Education, you should complete a budget form specifically for this type of program. Secondary reimbursed program budgets are submitted on a different form; funding for these programs will require that a percentage of your total budget request be provided at the local level. Assistance in preparing your budget and proposal is available through your vocational regional office. The regional business manager will be able to assist you, as will the program coordinator for whichever type of program your school is (secondary-reimbursed or direct-operated).

In order for your request for special LEP funds to be processed and approved as quickly as possible, the forms for requesting this program should be completed as carefully as possible and should be channeled through all the necessary local offices. Additional information and assistance in applying for disadvantaged funds for LEP students may be obtained from:

Miss Donnalie Stratton, Director
Special Vocational Education Functions
Bureau of Vocational Education
Kentucky Department of Education
Capital Plaza Tower
Frankfort, KY 40601
(502) 564-3775

OTHER SOURCES OF FUNDING

Vocational programs which enroll LEP students who are classified as either refugees or entrants are eligible to apply for **Refugee Assistance** funding which is administered by the Kentucky Department for Human Resources. These funds may be used to support English and occupational training, and may be used as total or partial funds for your program. Refugee Assistance programs are funded totally from the state level; no local match is required. These funds are earmarked for providing special services to qualified persons age 16 or above. Presently, any program which is a recipient of Refugee Assistance funding is eligible for free technical assistance and/or training from the Language and Orientation Resource Center at the Center for Applied Linguistics.

For further information and/or assistance regarding these funds, contact:

Mr. Roy Butler
State Refugee Coordinator
Bureau for Social Insurance
Department of Human Resources
275 East Main Street
Frankfort, KY 40621
(502) 564-3556

CETA funds may also be used to provide special services and stipends for LEP students in vocational training. Your vocational regional staff may include a person who can assist you in applying for these funds, or they will refer you to the appropriate agency in your district which administers CETA funding. One of the major benefits of CETA programs for LEP students is that stipends may enable students to remain in training who might otherwise be unable to do so because of economic pressures.

Federal funds from the U.S. **Office of Education** are allocated on yearly and multi-yearly basis to support bilingual vocational education for LEP students. Proposals must be prepared in accordance with guidelines which are set by U.S.O.E. These guidelines will be sent to you upon request. Most projects are one year in duration, and the [illegible]cal year period runs from October 1st through September 30th.

If you are interested in pursuing a federal grant for providing services to LEP students, the agency to contact is listed below:

U.S. Department of Education
Office of Bilingual Education
and Minority Language Affairs
Reporters Building, Room 421
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-2600

In view of recent reductions in federal funds for vocational programs to serve LEP students, you may need to consider alternative ways of implementing services for your students. Several possibilities are discussed here, but you certainly needn't be limited to these suggestions.

Use of volunteers to provide ESL instruction, bilingual interpreting services and/or bilingual counseling is one possible way to implement needed services at a program facing budget restrictions. Churches, civic organizations and community volunteer agencies are some possible sources for volunteers.

Close Coordination with existing ESL programs in your community may be another way of providing English language training and other support services for your LEP students. ESL instruction may be offered through various programs in your community such as:

- Adult education
- Secondary schools
- Community colleges
- Community education
- Catholic Charities
- Traveler's Aid
- Other agency or church-sponsored refugee English programs

Through close coordination with ESL instructors in these programs, LEP students may be provided English instruction to complement the vocational training they are receiving at your program. There are two problems you may encounter in an arrangement such as this, however. The first problem is that your LEP students may not have enough time for attending both vocational classes at your school and ESL classes at another location. Coordination and cooperation between the ESL instructors and vocational teachers may also be hindered, due to programs being housed in separate facilities. One solution would be to move the ESL program to the vocational school. This, however, is oftentimes easier said than done.

Another alternative approach for providing special training for LEP students is to **enlist the financial support and cooperation of business and/or industry** within the community. OJT (on-the-job training) may be provided for students along with supportive English training and whatever other services the employer will finance, such as bilingual counselors, aides, etc. Through this arrangement, students can receive on-site occupational skills training plus complementary English skills training either at your school or at the OJT site.

Charities, foundations and churches may also be sources of funding for a program of occupational and English language training for your LEP students. Many organizations of this nature have been highly committed to sponsoring LEP families and supporting programs which facilitate the assimilation and adjustment of these persons into our society. Some enthustiastic public relations efforts on your part may persuade one of these organizations to finance special services for LEP students at your vocational school.

A Special Note: Staff development activities should be an integral part of whatever budget plans you may pursue. The training backgrounds of most vocational personnel have not addressed the educational needs of LEP students. Personnel involved with all aspects of occupational preparation of LEP students should receive inservice training. This may include ESL instructors (including volunteers and teachers from cooperating programs), vocational teachers, counselors, employers, and teacher aides.

5 IMPLEMENTING YOUR PROGRAM

Regardless of which program model you select, there are several areas which must be dealt with in implementing your program for LEP students. These include:

- **Hiring personnel**
- **Setting vocational training and English language learning objectives**
- **Selecting and/or adapting materials for ESL instruction**
- **Providing ESL teachers, vocational classroom teachers, and other staff members with training and materials on appropriate teaching techniques to use with LEP students**
- **Monitoring and evaluating LEP student progress**
  - **-in English skills training**
  - **-in classroom performance**

HIRING PERSONNEL

Depending on the program model you select and the comprehensiveness of your program, several new staff positions may be needed. These may be part-time or full-time positions, depending upon the number and diversity of needs of your LEP enrollees. Some of the possible new staff additions are listed below. Most programs will not entail filling all of these positions; staffing should be based upon needs at your program:

- Bilingual vocational classroom instructor(s)
- Bilingual aide(s)
- ESL teacher(s)
- A. VESL
- B. Literacy
- C. Survival/Basic Skills
- Bilingual counselor(s)
- Instructional materials developer(s)

An "ideal" program for LEP students might involve all or nearly all of the above personnel. In reality, however, few vocational programs in our state have LEP enrollments which are large enough and diverse enough to justify a staff this large and a program this comprehensive. Also, qualified bilingual instructional personnel are scarce or nonexistent in many communities.

An extremely important consideration in staffing a special program for LEP students is to provide all personnel involved with access to training and resources which will equip them with the appropriate skills needed for providing this specialized type of instruction. Teaching job-specific ESL is not the same as teaching reading, writing, grammar, etc., to native English speakers or teaching ESL to students in academic areas, and your ESL instructor(s) should have access to training (inservice, university, etc.) and professional resources which will provide information about the special instructional techniques which are effective in teaching ESL in a vocational setting. Staff development activities for other vocational personnel are equally important. Vocational instructors, counselors, and teacher aides will all greatly benefit from inservice training which provides them with information and appropriate strategies related to their respective educational responsibilities in working with LEP students.

Every program for LEP students enrolled in vocational training should include an ESL teacher. From there, additional staffing will depend on the factors discussed on pp. 32-40.

If possible, the ESL teacher should have training and/or experience in teaching LEP students. Certificated and/or experienced ESL teachers may not be available in some communities, however. If this is the case, you may need to hire a person with related training and/or experience. Persons with experience in teaching foreign language, reading, or other types of special needs instruction may be considered for the position.

Kirshner Associates, in a 1980 USOE-funded study, reported eleven competencies which a good VESL instructor should possess or acquire. These competencies may be useful in developing a job description and in identifying inservice needs. Activities associated with each competency are also provided. These competencies are not intended to be a totally inclusive list, but are minimum competencies which a national advisory panel rated as "very essential" for VESL instructors.[32] These competencies and their complementary activities are provided in Appendix B. The Kirshner study also identified competencies for bilingual vocational instructors, which will be useful if your program for LEP students includes bilingual teachers for occupational areas.

SETTING VOCATIONAL TRAINING AND ENGLISH LANGUAGE LEARNING OBJECTIVES

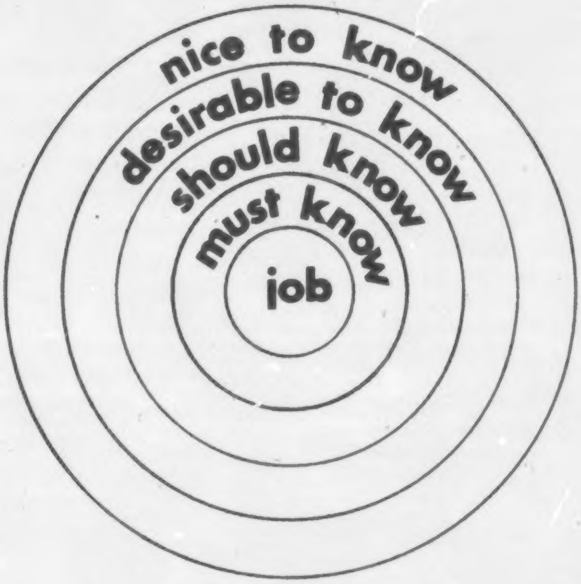
One of the most important steps in implementing a vocational program for LEP students is the setting of realistic vocational training and English learning goals. Keep in mind that LEP students are faced with the challenge of mastering not only a vocational skill but also all of the English skills which are required for their occupational area. Realistic goal-setting for your LEP students will involve careful training placement and, possibly, modifying the competencies which that student will be expected to master within the time he/she is enrolled in training. The lower the student's level of English proficiency the greater may be the need to modify his/her occupational training goals with consideration to the amount of time the student can devote to his/her vocational preparation.

Setting realistic goals should not necessarily have a negative connotation. It enables a student to aim toward goals which he/she can successfully reach within the time he/she is enrolled in the program. If the student surpasses these goals, it will further enhance his/her self-esteem. On the other hand, if the student is simply able to reach the goals that have been set, this is also viewed as a success, and the student is still able to be placed and function effectively in an employment situation.

The argument of imposing a "self-fulfilling prophecy" for the student must be considered in setting realistic goals for him/her. In other words, some may argue that if the goals for a student are limited, this person will attempt to meet those goals and to reach no higher. This may be circumvented by involving the student in setting the goals, and giving consideration to his/her preferences, opinions and needs, along with the assessment information you have about him/her plus your opinion regarding what are realistic expectations for the student. It should be agreed between you and the student that these are minimal goals for him/her; should he/she try to excel beyond these goals, this will be perfectly acceptable, and, in fact, encouraged. It should be made completely clear to the student that these goals are being set because of his/her limited English proficiency and do not infer that you feel the student has mental or physical limitations.

The English language is comprised of thousands of words, many of which have several different meanings. The context in which different words are used also greatly affects their meaning. It will be impossible for a student with low English proficiency to master the entire English language and all of its nuances during the time she/he is enrolled in your program. Thus, specific language learning objectives must be set which, when mastered, will enable him/her to function effectively in an occupational setting. The major objective of a VESL program is to strip away all of the language not related to the student's immediate occupational goals, and provide instruction in the specific English skills the student must have for effective classroom performance and subsequent job placement.

Borrowing from Mary Galvan, a noted VESL authority, the following diagram illustrates this idea:[33]



In selecting your LEP student's language learning objectives, focus first on the **must know** job-related English skills, followed as soon as possible by the **should know**. This VESL instruction will usually include the following (not necessarily in this order):

- **Names of tools, equipment**
- **Description of processes and procedures**
- **Safety language**
- **Language of trade manuals, parts manuals and directions**
- **Essential on-the-job communication**
- **Language of vocational instruction**
- **Language of related paperwork (orders, reports)**[34]

The amount of attention given to each of the above will depend upon the occupational areas in which your LEP students are enrolled. A student in welding, for example, may need to learn to recognize and communicate more English dealing with occupational safety than, for example, a student in an upholstery class. Different vocational areas will require varying degrees of proficiency in various English skills (speaking, reading, aural comprehension, and writing).

"Must know" English training must be provided immediately to the student, regardless of its complexity. If it is imperative for a student to know terms such as 'corrosive', 'tungsten electrode,' 'oxyacetylene gas,' etc., he should quickly become able to use and aurally comprehend these terms **in context** (and read them if necessary) although they are difficult even for native English speakers.

Sequencing VESL instruction to complement concurrent vocational instruction is important and exceedingly helpful to your LEP students. For example, if the student is learning how to mix mortar in vocational class, the VESL teacher should be (at the same time) providing training in the important English language skills associated with mortar-mixing.

In many cases, the VESL teacher will not be familiar with the language skill requirements for the different occupational areas his/her LEP students are studying. The vocational instructors of the LEP students can be of great assistance to the VESL teacher by assisting in setting language learning objectives.

One important point that everyone involved in setting objectives must keep in mind is that these objectives should **first** encompass **only the basic English skills training the student must have**. Remember Galvan's four categories-- "must know," "should know," "desirable to know," and "nice to know,"[35] and categorize the various vocational English skills under each of these. For example, reading all the ingredients in a prepackaged cake mix might be a "nice to know" English skill for a student in commercial foods training, while reading directions on how to prepare that mix might be a "should know" skill.

Vocational classroom instructors can either help or overwhelm their LEP students, depending upon the amount of English demands they deliberately or unintentionally require of them. This is not to say that LEP students should be given preferential treatment, but the vocational instructor may modify his/her classroom teaching to convey the same information through techniques which rely more on auditory and visual skills and less upon reading. The more a vocational teacher relies upon demonstration, visuals, paraphrasing and other teaching methods which demand fewer or lower English skills, the greater may be the comprehension of the whole class, including the LEP student.

Straight lecturing and required readings may be acceptable (but not necessarily desirable) for classes comprised of students with above-average listening and reading skills. For a vocational instructor to rely solely or primarily on these methods will prove discouraging and confusing to students with weak language skills (including LEP students). Much of the same training and information may be conveyed to these students through "show and tell" methods, such as demonstrations, use of visuals, etc. Testing may be handled in much the same way. Students may demonstrate many skills rather than completing written tests or giving oral reports. With this type of flexibility from the instructor, the quality of the vocational training is not compromised and yet all students will have been able to more equally comprehend and compete.

In instances where certain reading is absolutely required, such as trade manuals, work orders, instructions or directions, etc., there are several things that may be done by the ESL instructor, the vocational teacher, or both:

1) Adapt (simplify) materials

2) Provide VESL instruction based upon classroom readings (adapted or "as is")

3) Provide bilingual translation (either full translation or translation of complex or confusing sections)--this may be done when the objective is provision of information which the student needs to internalize quickly and for which he/she can learn English equivalents later. - Ex. a handout on classroom safety or electrical theory.

Weekly staff meetings and assessments involving the classroom vocational instructor and the VESL teacher are recommended in setting language and training objectives. In addition to outlining goals for each occupational area, the VESL teacher and vocational instructor(s) should schedule weekly meetings to assess where the student(s) is/are and what needs to be covered during the upcoming week. This enables both teachers (VESL and vocational) to maintain a firmer 'grasp' on what the LEP student needs and what language he/she is being exposed to on a daily and weekly basis.

Keeping in mind that the LEP student is having to acquire two skills at once (vocational and English), the vocational instructor may need to exercise patience and flexibility regarding weekly expectations for the student. LEP students may have to proceed more slowly than their English-speaking peers, if they are to fully gain cognitive skills for each vocational competency which they must master.

SELECTING AND/OR ADAPTING MATERIALS FOR ESL INSTRUCTION

The ESL materials used at your vocational program should first of all reflect the English language needs and interests of your LEP enrollees. In purchasing and/or adapting materials, the following factors should be given foremost consideration:

1) Materials should reflect the English proficiency level(s) of LEP students

2) Materials should provide training in English related to the specific occupational area(s) in which LEP students are enrolled

   and/or

   Materials should provide training in English related to general occupational situations

3) Bilingual materials (if used) should be in an appropriate reading level of the native language(s) of LEP enrollees. (For LEP students who are illiterate or barely literate in their native language, reading materials in English should be used.)

4) If other types of ESL instruction are also provided (Literacy, Survival/Basic Skills), ESL materials specially designed for this type of instruction should be used.

Most commercially-produced ESL materials are classified into three major levels: Beginning, Intermediate and Advanced. The level(s) of ESL materials you purchase will depend upon the English proficiency test results of your students. Test interpretation should provide information regarding what your students' levels of English proficiency are, and ESL materials of corresponding levels may then be purchased.

Job-specific ESL materials are not presently available for all occupations. A bibliography of job-specific ESL and bilingual materials for LEP vocational students has been developed by Adams and Taylor at the Western Kentucky University LEP Vocational

Education Project. (See Appendix E.) You may receive a free copy of this document by contacting the following person:

Ms. Elsie Kennedy
Coordinator of Information Dissemination
Kentucky Department of Education
2027 Capital Plaza Tower
Frankfort, Kentucky 40601
(502) 564-4964

A supplement to this bibliography is provided in Appendix C.

Job-specific bilingual vocational instructional materials are available for a few language groups in some occupational areas. In cases where these materials correspond with the primary language(s) and level(s) of English proficiency of LEP enrollees, the VESL teacher may use these materials as needed to convey complex and/or confusing vocational terminology. Use of these materials, when available, enables the VESL teacher to provide a modified version of bilingual vocational education without reliance upon an on-site bilingual interpreter/aide.

When appropriate bilingual vocational or job-specific ESL materials are not available, existing instructional material may be adapted and/or developed. Material development is often the responsibility of the ESL teacher(s), working cooperatively with classroom vocational instructors and, in some cases, bilingual aides. Two guides for simplifying vocational materials are provided in Appendix D. Another resource you may use is the Handbook for Bilingual Vocational Materials Development (1978) prepared by Development Associates, Inc., 2924 Columbia Pike, Arlington, VA 22404.

Another USOE-funded project offers great promise in the area of job specific materials development. The Bilingual Vocational Training Project at InterAmerica Research Associates, Inc. in Rosslyn, Va., in conjunction with Georgetown University, is developing a handbook describing how computer programming packages may be used in identifying English language needed for various vocational instructional areas. The study will provide procedures for applying data processing techniques to identify vocationally-relevant English for six occupational areas. The data processing packages will enable users to produce lists of job-specific English, frequency of occurrence of words, context of use and grammatical function. The project-developed handbook will be completed by March, 1982.[36] For further information, contact:

Mr. Ismael Lugo
InterAmerica Research Associates, Inc.
Bilingual Vocational Training Project
1555 Wilson Blvd., Auite 6000
Rosslyn, Va. 22209
(703) 522-0870

OR

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U. S. Department of Education
Office of Bilingual Education and
Minority Language Affairs
(Reporters Building, Room 421)
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-2600

When materials must be developed, the best point to start with is the English materials and other language structures that the LEP students are being exposed to in the vocational classroom and those they will encounter in subsequent job placement. If LEP students are beginning-level ESL students, materials should be adapted to very simple English, using supplementary native language explanations if bilingual interpreters are available. A good word frequency list such as the one developed by the InterAmerica Associates project may be used as a basis for materials development. The material developer may, for example, use the 300 most frequently used words on the list as a framework for the English used in the materials being prepared. Occupation-specific English can then be "plugged in" to this basic English framework. As the students' English proficiency increases, materials still may be adapted but a broader base of English may be used.

Special instruction should be provided in vocational terminology for all levels of LEP students. Students should receive practice in aural comprehension, speaking, and (if needed) reading and writing these terms **in the context in which they are used.** Providing students with lists of vocational terms to memorize will be of little benefit. The material developer will need to know (or learn) how each word or phrase is used in context so that the student will recognize and appropriately respond to it in the vocational setting.

The more closely the materials developer and the LEP students' vocational instructors work together in identifying language learning objectives, the greater will be the likelihood of job related ESL material development and instruction succeeding. The materials developer may need to devote a portion of time each week to observing the vocational classes in which the LEP students are enrolled, recording English structures to which students are frequently exposed and noting areas in which they may be having special difficulty.

Occupation-specific materials development is a challenging and time-consuming process. The time and effort program personnel can devote to this will most likely be predicated upon the number of LEP students enrolled. The greater the number of LEP enrollees for each occupational area, the more justification a program may have for budgeting for material development for that area. Vocational programs in other states with larger LEP populations have made commendable progress in developing materials for various occupational training areas and may be able to share appropriate materials with you. The Western Kentucky University LEP Vocational Project has provided a resource center for Kentucky programs since 1978, providing a free loan service for many of these types of materials. For information, contact:

Center for Career and Vocational Teacher Education
Western Kentucky University
403 College of Education
Bowling Green, Kentucky 42101
(502) 745-3441

If you need to directly contact programs across the country, listed below are several resources/agencies that will be useful to you:

- Program Access Branch
  Division of State Vocational Programs
  Office of Vocational and Adult Education
  U.S. Department of Education
  Room 5634, ROB No. 3
  Washington, D.C. 20202
  (202) 245-0636

- Center for Applied Linguistics
  3520 Prospect Street N.W.
  Washington, D.C. 20007
  Hot Lines: 800-424-3701 or 800-424-3750

- Mr. Richard Naber
  OBEMLA
  (Office of Bilingual Education and Minority
  Language Affairs)
  U.S. Department of Education
  Reporters Office Building Room 421
  400 Maryland Avenue S.W.
  Washington, D.C. 20202
  (202) 245-2600

- Bilingual Vocational Education Project
  Northwest Educational Cooperative (NEC)
  500 South Dwyer Avenue
  Arlington Heights, Illinois 60005
  (312) 870-4100

- English for Specific Purposes Newsletter
  Mr. Nick Kremer - "VESL Exchange"
  EST Clearinghouse
  ALI ADS A100
  Oregon State University
  Corvallis, OR 97331

- National Clearinghouse on Bilingual Education
  1300 Wilson Blvd.
  Suite B 2-11
  Rosslyn, VA 22209
  Hot Line: 800-336-4650

- NABE SIG Newsletter
  Dr. Alan Hurwitz
  Bilingual Vocational Teacher Training Program
  Fitchburg State College
  c/o Institute for Government Service
  U. Mass. Downtown Center
  Boston, Mass. 02125
  617-482-7192

- National Clearinghouse on Career, Adult and Vocational Education
  The Ohio State University
  The National Center for Research in Vocational Education
  1960 Kenny Road
  Columbus, Ohio 43210
  Hot Line: 800-848-4815

If your vocational program for LEP students does warrant bilingual or job-specific ESL materials development and/or adaptation, a good place to start would be with competency based vocational education (CBVE) materials. These modules, developed through the Kentucky Department of Education, already include identified competencies and tasks associated with various vocational skills. Slide-tape presentations accompany many lessons. The structure and format of these materials lend themselves better to adaptation than many vocational texts.

In adapting CBVE materials for use by the LEP students, one step which may be taken is to simplify the English vocabulary level of the material. Another alternative is to translate more difficult reading passages and/or slide tape narrations into the students' native language(s).

English language skills which are absolutely necessary for successful achievement of each occupational competency (and its subsequent tasks) may be identified on a module-by-module basis by the ESL teacher and the vocational teacher(s). Supplemental ESL vocabulary lessons for each module may be developed and provided as a preliminary exercise before beginning each new module.

PROVIDING TRAINING AND MATERIALS ON APPROPRIATE TEACHING TECHNIQUES TO USE WITH LEP STUDENTS

There are several excellent professional resources available for vocational educators working with LEP students. The more aware your program's personnel are in regard to new materials, techniques, agency services, etc., the more the likelihood of program effectiveness increases. A list of recommended professional materials is provided in Appendix E. Most of these materials are either free or very inexpensive and will provide vocational and ESL instructors with useful strategies for working with LEP students. When implementing a special program for LEP students at your school, be sure to apply for sufficient funds to establish a professional materials library for the teachers in your program, containing as many of the materials cited herein as your program needs dictate.

Many teachers with prior ESL teaching experience must re-orient their teaching practices when they begin working in a vocational education program. Teaching ESL to LEP vocational students is not the same as teaching ESL to LEP students in other educational settings. The ESL teacher must remember that a primary goal of LEP vocational students is occupational preparation, and English instruction provided to these students should be **job-specific**. A common mistake some ESL teachers make is to cling to old "general" ESL materials that they may have found to be effective with university, adult or other ESL classes. Many LEP students in vocational programs do not have the time or inclination for a leisurely study of (for example) English for in-home conversations, reading, writing or conversing about movies, animals, short stories, poetry or historical sites and events. These are all nice English skills to have, but they are English skills that can wait. Job-specific English skills, for students who will be entering our competitive U.S. labor market, cannot wait. ESL teachers should keep this constantly in mind, and apply it in their instruction.

Some classroom vocational instructors may initially be somewhat apprehensive and/or skeptical about admitting LEP students to their training classes. Some vocational teachers fear they may make some tremendous cultural blunder and insult or embarrass the student. Others concerns may be related to classroom safety, extra attention the student may require, and/or successful placement of the student. In response to these concerns, first of all, remember that the LEP student may be just as afraid of making some cultural faux pas as you are. Even if you do something which may be culturally unacceptable, if you have shown consideration and kindness to the student up to that point, he/she will most likely realize that your mistake was innocent. (Of course, if your program includes bilingual aides or counselors, this makes cross-cultural communication even better.) As far as concerns about safety, extra attention/time for the LEP student and occupational placement, remember that, if appropriate services are provided at your program, you are not solely responsible for all of these matters. ESL teachers, bilingual aides, special vocational instructors and counselors can assist you in each of these areas. Your responsibility is to fully cooperate and communicate with each of these persons regarding what the student needs to function safely and effectively in your classroom. You also may need to rely more on visuals, demonstrations, and simpler English, and less on lectures, complex reading assignments and "tricky" tests. Not only will your LEP students benefit from these practices, but the rest of your class will also.

Other Sources of Help

One agency with which all educators of LEP students should become well acquainted is the Center for Applied Linguistics (CAL). Personnel at this agency deal with many facets of education for LEP students, and provide training, resources and technical assistance to programs across the nation. Recently a new branch office of CAL has been established in Florida to serve the southeastern section of the United States. The address and contact person for the Southeastern CAL branch is as follows:

Mrs. Ann L. More
Center for Applied Linguistics
Southeast Branch
1127 Patrick Drive Suite 18
Satellite Beach, Florida 32927
(305) 777-5898

Any Kentucky vocational program for LEP students which is partially or fully funded with Refugee Assistance Funds (see p. 43) is eligible for free on-site training and/or technical assistance from staff at the Southeastern CAL agency.

Another valuable service provided by CAL is their "hot-line" service. If you have questions dealing with any aspect of refugee education (materials, testing, professional resources, publishers, etc.), you may call either of CAL's toll free numbers in Washington, D.C. (800-424-3701 or 800-424-3750). This office disseminates inexpensive and free materials designed to provide ESL teachers information regarding teaching strategies, cultural differences, program design and management, etc.

Vocational educators who are working with LEP students will also find that membership in several organizations will be professionally beneficial. Several organizations which are quite active in this area are as follows:

- **TESOL (Teachers of English to Speakers of Other Languages)**

  National Organization:
  455 Nevils Building
  Georgetown University
  Washington, D.C. 20057 Annual dues: $20.00

  Kentucky Affiliate:
  Universify of Louisville
  ATTN: Karen H. Anderson
  Intensive English Program
  Louisville, KY 40292 Annual dues: $ 5.00

- **NABE (National Association of Bilingual Education)**

  Ramon L. Santiago
  NABE Membership
  IU-13 BESL Center
  100 Franklin Street
  New Holland, PA 17557 Annual dues: $20.00

- **NAVESNP (National Association of Vocational Education Needs Personnel)** -- Affiliated with:

  American Vocational Association (AVA)
  2020 N. 14th Street
  Arlington, VA 22201

A special interest group (SIG) co-jointly affiliated with both AVA and NABE meets annually at the national conventions of both of these associations, and disseminates a free quarterly newsletter. (For address, see p. 56.)

The Kentucky Bureau of Vocational Education VEPD (Vocational Education Personnel Development) Unit has recently provided training for Kentucky vocational educators of LEP students. Requests for further training of this nature for vocational personnel (in your program, region or statewide) may be initiated through your vocational region's VEPD contact person. You may also contact the staff of the Professional Personnel Development Unit in the Bureau of Vocational Education (502/564-3472).

Another way to provide your program's personnel with training and new information is to include funds for consultants to provide inservice to your faculty. Also, funds should be provided within your budget to enable staff members to attend conferences, workshops, program visits, etc.

MONITORING AND EVALUATING LEP STUDENT PROGRESS

Since understanding English is so closely related to understanding vocational instruction, communication and cooperation between the ESL instructor and vocational instructor(s) of LEP students is essential in effectively monitoring student progress. If vocational and ESL teachers work closely together in setting job-related language learning objectives, if and when an LEP student has difficulty with certain concepts (vocational or English), both teachers can examine what instructional modifications, if any, may be necessary.

In testing English skill gains, you may use a combination of commercially prepared tests and "homemade" tests which are criterion-based, i.e. which test the student on the job-specific English on which he/she has been receiving instruction in VESL class. The Bilingual Vocational Oral Proficiency Test, is designed to test vocational English skills, and may be used as a pretest-posttest for LEP students, upon their admission to VESL training and again at the latter part of the school year as a measure of job-related English skills gain. (For information on ordering this test, see p. 14.)

The vocational classroom teacher should periodically assess the LEP students' vocational skills acquisition. When possible, this should be done orally, through performance tests or through tests written in simplified English. The written tests which many vocational instructors use will be as much a test of English reading skill as of vocational knowledge for an LEP student. If bilingual aides are available, the test may also be given in the student's native language.

If there is certain knowledge which must be measured through written tests, the vocational instructor should inform the VESL teacher of this in order that the LEP student can be instructed in the language he/she will encounter on the test. This does not mean that the VESL teacher should "teach the test" but that he/she should teach the English reading and writing skills the LEP student will need to understand the test.

As discussed earlier, LEP students may have to proceed through vocational training at a somewhat slower rate than their native English-speaking peers. LEP students must not only acquire vocational skills but complementary English skills, and vocational instructors must be continually aware of the double educational load these students carry. This may be particularly true when no bilingual teacher's aides are used in the classroom. (The more bilingual a program is, the shorter is the time required to train LEP students.) Pairing an LEP student to work with another student sometimes enables the student to observe and assist his partner and prevents the LEP student from becoming a classroom isolate. Discretion should be used in pairing the LEP student with a peer; a co-worker should be chosen who will be tolerant of and patient with the student's limited English skills.

If several students of the same language group are enrolled in a vocational class together, you may notice that when they are working together or taking a break, they usually lapse into using their primary language. Using the primary or first, language will not slow the students' progress in English skills acquisition. Reprimanding the students for this or, even worse, lowering their grade, may very likely cause the students to become extremely self-conscious and uncomfortable in the classroom. Although the students may be diligently striving to obtain English proficiency, and quite willing to try to use English whenever the teacher wishes, it will be quite natural and more comfortable for them to interact with those of their native country in their primary language. Most educators will not be so demanding as to expect otherwise; this is only mentioned as a precaution.

6 OCCUPATIONAL PLACEMENT AND FOLLOWUP

One measure of how well your program for LEP students is succeeding may be obtained through examining how many of these students are placed in jobs for which they were trained and how well they function in these job placements. Conscientious vocational educators realize that the time to begin thinking and planning for occupational placement is the day a student (LEP or otherwise) enters the program, not when he/she is about to complete it.

Vocational educators should have a strong conception of what employers in the community expect from potential employees; occupational preparation should reflect these expectations as closely as possible. Students who complete realistically-based training of this nature can transition more smoothly into job placement situations, knowing what is expected of them and possessing skills which match employers' expectations. These new employees stand a stronger chance of success in their new positions.

Students with limited English proficiency, in order to achieve satisfactory job placement, must clear two hurdles. They must not only obtain vocational skills necessary for their chosen occupation, but also acquire the English language skills they will need to apply for and obtain a job, perform their job safely and effectively, and interact appropriately with their employer and fellow employees. Given the competitive nature of our nation's employment situation, a person with limited English proficiency should expect no preferential treatment by prospective employers. He/she will be expected to perform equally as well in the job situation as a native English speaker. LEP students who leave your vocational program will not be coddled on the job; your program should prepare them for this and equip them with the job-specific language and vocational skills they will need in order to equally compete.

Vocational educators, both instructors and counselors, generally maintain strong communication with many employers in the community and can often identify businesses and industries who will be receptive to hiring persons whose primary language is not English. This factor should be especially considered in helping LEP students make their occupational training choices. If no job opportunity exists, it is unrealistic to encourage a student to enter training for that job and waste energy and money providing English training for that occupation. Some employers are less conservative and/or discriminatory than others. It is the responsibility of vocational personnel to identify which employers will hire non-native English speakers, and channel these students into training which will prepare them for placement with these businesses and industries. These placements should be documented and reported by vocational personnel responsible for job development/placement. Positive reinforcement should be provided for these employers through state and community media coverage, if these employers are receptive to this.

Perhaps more than in any other area of vocational education for LEP students, prejudices and biases arise when we deal with job placement of these students. Some persons feel threatened that these recent arrivals to our country may take jobs which they feel rightfully belong to lifelong U.S. residents. You cannot totally protect your LEP students from persons with these attitudes, but a wise vocational counselor and job developer will look for placement situations for these students where job openings are more plentiful and therefore less fiercely competitive.

Once a former LEP student has been placed in a job, followup should be carried out by the personnel at your program. This followup should involve periodic contacts with both the former student and his/her employer. This will enable you to not only document program successes but also to identify areas where your special vocational training for LEP students may need strengthening. Check with both the former student and his/her employer regarding both vocational and English language skills which the trainee may have needed in his/her new job but which weren't provided through your program. This information should be shared with those at your program working with LEP students. Subsequently, new components should be integrated into ESL and/or vocational instruction in order to avoid recurrence of future on-the-job problems.

Some of the questions which you may ask of the employer and the former student are listed below:

1) Does this person have the necessary English and vocational skills to effectively perform the duties of his/her job?

2) Does this person interact effectively with co-workers, customers, etc.?

3) Does this person have English skills which enable him/her to ask for clarification, observe safety rules, and work without undue supervision and assistance?

If a former LEP student quits a job or is dismissed, query the employer and the former student to determine what the reasons were for this action. It may or may not be due to some deficiency in the training or career guidance the student received in his/her vocational preparation.

Persons with limited English proficiency who complete short-term job and English training in order to acquire entry-level jobs should be encouraged to re-enter the vocational program as their economic and personal situations permit. This will enable them to continue to upgrade their English and job skills in order to achieve upward occupational and social mobility.

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APPENDIX A

Guides for Competency-Based Instruction for Survival Skills, Basic Skills, Home Management, General Vocational, and Literacy ESL

Developed by
The Bowman Project
Dr. Wayne Haverson, Director
Oregon State University
Corvallis, Oregon

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School of Education Oregon State University Corvallis, Oregon 97331

Survival Skills Core

1. The adult learner will understand basic classroom process.

   1.1 Learner can respond to classroom commands.
   1.2 Learner can respond to common gestures.
   1.3 Learner can express lack of understanding, i.e., "I don't understand.", "Please repeat.", "Go slowly, please.", "Excuse me.".
   1.4 Learner can use "where" questions with a person, place or thing.
   1.5 Learner can understand appropriate responses to the above questions, i.e., "here", "there", "over there", "downtown".
   1.6 Learner can understand, use and respond to simple compound directions, i.e., "straight ahead", "turn left", "turn right", "upstairs, downstairs", "go get the --- and bring it here.".

2. The adult learner will give personal information.

   2.1 Learner can respond to questions when asked, i.e., "What's your first/last name?", "What's your birthday/age?", "Where are you from?", "Are you a refugee?".
   2.2 Learner can write the above items and check, circle, underline and/or "X" these or additional items on a form, e.g., male/female, Mr/Mrs/Ms/Miss, m/s/w/d.
   2.3 Learner can spell name and address orally and/or be able to produce name and address.
   2.4 Learner carries a card with name, address, phone number, English-speaking person to call in an emergency, e.g., sponsor, employer, teacher, neighbor, interpreter's name/address/phone number.
   2.5 Learner can respond orally to: "Who's your sponsor?", "What is your sponsor's phone number?", How much education do you have?", What is your past work history?".
   2.6 Learner can produce appropriate documents, i.e., social security card, I-94.

3. The adult learner will responsibly manage time/schedules/and appointments.

   3.1 Learner knows that he/she is expected to come to class on time, take proper breaks and leave on time.
   3.2 Learner can ask and answer the following questions: "What time is it?", "What day is it?", "When ...?".
   3.3 Learner can understand and use the following expressions: Next week, next month, last week, last month, this month, etc., on Tuesday, etc., today, yesterday, tomorrow, now/later, -- days ago.
   3.4 Learner can read the above and corresponding abbreviations.
   3.5 Learner can read and write clock and digital clock time.
   3.6 Learner can read and write the date in numbers in the correct order.

4. The adult learner will be able to use simple body language.

   4.1 Learner can understand and use simple body language that corresponds to expressions of lack of understanding, i.e, "shsh", finger on mouth.

5. The adult learner will be able to make introductions.

   5.1 Learner can peform introductions, i.e., "My name is --- .", "This is my boss (teacher) --- .".
   5.2 Learner can retain the name of the person being introduced, i.e., "Hung, this is Mr. Smith. Hello Mr. Smith.".

6. The adult learner will deal effectively with money.

   6.1 Learner can recognize and compute the values of coins and bills.
   6.2 Learner can read and understand the symbols related to money, e.g., $, ¢, $.05.

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REVISED MINIMAL COMPETENCIES IN SURVIVAL SKILLS

1. Consumer Situations: Snack Bar

1.1 The adult learner will be able to ask for and follow simple directions.

1.1.1 Learner can use the "where" question with a person, place or thing.
1.1.2 Learner can ask questions pertaining to directions at a school or work site, i.e., "Where's the snack bar?", "Where's the restroom?'
1.1.3 Learner can understand appropriate response to the above questions, i.e., "here", "there", "over there".

1.2 The adult learner will be able to cope with basic consumer situations found in ordering food in a snack bar.

1.2.1 Learner can identify common food items.
1.2.2 Learner can identify merchandise container and sizes.
1.2.3 Learner can recognize and compute values of coins and bills.
1.2.4 Learner can read and understand the symbols relating to money, e.g., $, ¢, $.05.
1.2.5 Learner can read menu items.
1.2.6 Learner can use expressions in order to select appropriate menu item, i.e., "I want (a) --- .".

2. Transportation: Bus

2.1 The adult learner will responsibly manage time/schedules/appointments.

2.1.1 Learner can ask and answer the following questions, e.g., "What time is it?", "What day is it?", "When ... ?".
2.1.2 Learner can read and write clock and digital time.
2.1.3 Learner can ask time questions pertaining to the local bus system, i.e., "What time does the bus go?".
2.1.4 Learner can understand appropriate responses to the above questions, i.e., "every hour", "every half hour".

2.2 The adult learner will be able to communicate by asking for and following simple directions relating to bus (transportation) system.

2.2.1 Learner can ask questions pertaining to the local bus system, i.e., "Where's the bus stop?", "What bus goes to the community college?".
2.2.2 Learner can understand appropriate responses to the above questions, i.e., "here", "there", "bus number 10".

Revised Competencies

3. Consumer Situations: Market

3.1 The adult learner will be able to ask for and follow simple directions.

- 3.1.1 Learner can use the "where" question with a person, place or thing.
- 3.1.2 Learner can ask questions pertaining to directions in a market, ie., "Where's the bakery?", "Where's the rice?"
- 3.1.3 Learner can understand appropriate response to the above questions, i.e., "here", "there", "over there".

3.2 The adult learner will be able to cope with basic consumer situations found in shopping for food.

- 3.2.1 Learner can identify common food items.
- 3.2.2 Learner can identify merchandise container and sizes.
- 3.2.3 Learner can read food ads, e.g., lbs., ea., doz., pr., sale, 80¢/lb., 4/$1.00.
- 3.2.4 Learner, given price per unit, can compute price for two units.
- 3.2.5 Learner can use expressions in order to select merchandise, i.e., "I need --- .", "I want --- .", "Where is --- ?".

4. Consumer Situations: Clothing Store

4.1 The adult learner will be able to ask for and follow simple directions.

- 4.1.1 Learner can use the "where" question with a person, place or thing.
- 4.1.2 Learner can ask questions pertaining to directions in a clothing store, i.e., "Where are the shoes?".
- 4.1.3 Learner can understand appropriate responses to the above questions, i.e., "here", "there", "over there".

4.2 The adult learner will be able to cope with basic consumer situations found in shopping for clothing.

- 4.2.1 Learner can identify common clothing items.
- 4.2.2 Learner can identify sizes.
- 4.2.3 Learner, given price per unit, can compute price for two units.
- 4.2.4 Learner can read clothing ads.
- 4.2.5 Learner can use expressions in order to select merchandise, i.e., "I need --- .", "I want a --- .", "Where is --- ?".
- 4.2.6 Learner can exchange unsatisfactory merchandise using expressions, i.e., "too big", "too small", "I don't like it.", "It doesn't work.".

5. Telephone

5.1 The adult learner will be able to ask for and follow simple directions.

- 5.1.1 Learner can use the "where" question with a person, place or thing.

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5.1.2 Learner can ask questions pertaining to directions pertaining to the location of the telephone, i.e., "Where's the pay phone?"
5.1.3 Learner can understand appropriate responses to the above questions, ie., "here", "there", "over there".

5.2 The adult learner will be able to communicate by using the phone on a limited basis.

5.2.1 Learner can use a home and pay phone.
5.2.2 Learner can use appropriate telephone linguistic conventions.
5.2.3 Learner can understand and use telephone responses, i.e., "He's not here.", "Will be back at 6:00.", "Call back later.".
5.2.4 Learner can understand and use expressions, i.e., "I don't understand.", "Speak slowly, please.", "What did you say?".
5.2.5 Learner can use an office phone.
5.2.6 Learner can use appropriate language for calling in sick or late.

6. Health: Health Facilities

6.1 The adult learner will be able to cope with basic health situations.

6.1.1 Learner can ask for help face-to-face, i.e.. "I'm sick.", "I need a doctor.".
6.1.2 Learner can ask for help by telephone, e.g., know emergency numbers of fire/police/hospital, can request help, i.e., "Fire/Police/Doctor, my address is --- .".
6.1.3 Learner knows the names of basic body parts.
6.1.4 Learner can use "hurt", "sick", "ache" and/or "sore" appropriately.
6.1.5 Learner can understand and respond to questions, i.e., "What's wrong?", "What's the matter?","Are you pregnant?".
6.1.6 Learner knows nuclear family member names, e.g., mother, father, children, son, daughter, brother, sister, wife, husband, in order to respond to questions, i.e., "Who's sick?"
6.1.7 Learner can produce information on individual health problems upon request, i.e., "Do you have a health problem?", "Do you have an allegry?", "Where's your health card?".
6.1.8 Learner can read and write clock and digital time.
6.1.9 Learner can read and write the date in numbers in the correct order.
6.1.10 Learner can perform introductions, i.e., "my name is --- .", "This is my daughter.".

7. Health: Medicine

7.1 The adult learner will be able to cope with basic health information pertaining to common and perscription medicine.

7.1.1 Learner can recognize and properly use common medicine and first aid items, e.g., aspirin, cough medicine, cold tablets, band-aids, antiseptics.

7.1.2 Learner can ask about prescription medicine dosage, i.e., "When do I take this?" or seek help from a native speaker.

7.1.3 Learner can recognize red warning and other warning labels, e.g., poison, alcohol.

8. Health: Emergencies

8.1 The adult learner will be able to cope in basic emergency situations.

8.1.1 Learner can locate and read appropraite equipment and signs in the classroom.

8.1.2 Learner can appropriately react to fire alarms and other emergency warning.

8.1.3 Learner can ask for help face-to-face, i.e., "I'm lost.", "I need an interpreter, doctor.".

8.1.4 Learner can ask for help by telephone, e.g., know emergency numbers of fire, police, hospital; can request help, i.e., "Fire/Police/Doctor my address is --- .".

8.1.5 Learner can perform introductions, i.e., "My name is --- ." "This is my husband --- .".

8.1.6 Learner can understand and use the expressions asking for clarification, i.e., "I don't understand.", "Speak slowly, please.", "What did you say?".

8.1.7 Learner carries a card with name, address, phone number, English-speaking person to call in an emergency, e.g. sponsor, employer, teacher, neighbor, interpreter's name/address/phone number.

9. Home

9.1 The adult learner will be able to ask for and follow simple directions.

9.1.1 Learner can use the "where" question with a person, place or thing.

9.1.2 Learner can understand, use and respond to simple and compound directions, i.e., "straight ahead", "turn left", "turn right", "upstairs, downstairs", "Go get the --- and bring it here.".

9.2 The adult learner will be able to select and furnish appropriate housing.

9.2.1 Learner knows names of rooms of the house in order to respond to questions, e.g., "How many bedrooms do you want?".

9.2.2 Learner know names of furniture, e.g., sofa bed, dresser, washing machine, stove.

9.2.3 Learner can ask about rental and other financial obligations, i.e., "How much do I owe?", "When is the rent due?", "When do I pay?"

9.2.4 Learner knows nuclear family member names, e.g., mother, father, children, son, daughter, brother, sister, wife, husband, in order to respond to housing questions, i.e., "How many children do you have?", "How many are there in your family?".

9.3 The adult learner will deal effectively with money.

9.3.1 Learner can recognize and compute the values of coins and bills in order to pay rent.

9.3.2 Learner can read and understand the symbols related to money, e.g., $, ¢, $.05.

9.4 The adult learner will be able to cope with basic safety situations.

9.4.1 Learner can recognize red warning labels and other warning signs, e.g., no alcohol, poison, danger.

10. Banking

10.1 The adult learner will be able to ask for and follow simple directions.

10.1.1 Learner can use the "where" question with a person, place or thing.
10.1.2 Learner can ask questions pertaining to directions, i.e., "Where's the bank?".
10.1.3 Learner can understand appropriate response to the above questions, i.e., "here", "there", "over there".

10.2 The adult learner will be able to deal effectively with money.

10.2.1 Learner can sign name in order and endorse check.
10.2.2 Learner can recognize and compute the value of coins and bills.
10.2.3 Learner can read and understand the symbols related to money e.g., $, ¢, $.05.
10.2.4 Learner can ask for help face-to-face, i.e., "I need an interpreter.", "I don't have any money.".
10.2.5 Learner can ask someone about a checking/saving account, i.e., "I want a savings account.", "I need a money order.".

11. Post Office

11.1 The adult learner will be able to ask for and follow simple directions.

11.1.1 Learner can use the "where" question with aperson, place or thing.
11,1,2 Learner can ask questions pertaining to directions, i.e., "Where's the post office?".
11.1.3 Learner can understand appropriate response to the above question i.e., "here", "there", "over there".

11.2 The adult learner will deal effectively with money.

11.2.1 Learner can sign name in order and endorse check.
11.2.2 Learner can recognize and compute the values of coins and bills.
11.2.3 Learner can read and understand the symbols related to money, e.g., $, ¢, $.05.

11.3 The adult learner will be able to use the postal system.

11.3.1 Learner can buy stamps.

11.3.2 Learner can address envelopes including return address.
11.3.3 Learner can mail letters in the appropriate slot.
11.3.4 Learner can fill out change of address card.

12. Employment

12.1 The adult learner will be aware of local demand occupations.

12.1.1 Learner can correctly identify pictures of local demand occupations.

12.2 The adult learner will identify previous employment.

12.2.1 Learner knows the names of previous employers and duties.

12.3 The adult learner will be able to communicate by making appropriate introductions at work site.

12.3.1 Learner can perform introductions, i.e., "My name is --- .", "This is my boss --- .".
12.3.2 Learner can retain the name of the person being introduced, i.e., 'Hung, this is Mr. Smith. Hello Mr. Smith.".

13. Directions

13.1 The adult learner can ask for and follow simple directions.

13.1.1 Learner can use the "where" question with a person, place or thing.
13.1.2 Learner can understand, use and respond to simple and compound directions using prepositions and adverbial phrases, i.e., "on the left", "to the right", "straight ahead".
13.1.3 Learner can ask for help face-to-face, i.e., "I'm lost." "Where's Main Street?", "Where's the bus stop?".
13.1.4 Learner can recognize red warning signs, e.g., stop, do not enter.
13.1.5 Learner can recognize and obey traffic signs, e.g., walk/don't walk, pedestrian crossing.

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BASIC SKILLS - PERSONAL SOCIAL KNOWLEDGE

1. The adult learner will write autobiography information
    - 1.1 Learner can fill out common forms, i.e., nationality, family information, personal description.

2. The adult learner will make introductions and small talk.
    - 2.1 Learner can introduce self/family.
    - 2.2 Learner can ask about family, weather, health, leisure time.

3. The adult learner will express lack of understanding
    - 3.1 Learner can express lack of understanding, i.e., "I don't understand", "Repeat, please", "Slower, please", "What does -- mean?".

4. The adult learner will respond appropriately to common gestures/ teacher gestures
    - 4.1 Learner can use appropriate gestures for, i.e., be quiet, come here, head gestures, shrug shoulders, crossed arms, raises hand, repeat (you say it).

BASIC SKILLS: GENERAL INFORMATION

1. The adult learner will use ordinal numbers
    - 1.1 Learner can give addresses and dates
    - 1.2 Learner can respond to places in line (next/last)

2. The adult learner will understand and use measurement of clock time
    - 2.1 Learner can give time by minutes
    - 2.2 Learner can use correctly am-pm; midnight-noon.
    - 2.3 Learner can use prepositions, i.e., around, at, between, before, after, by, about

3. The adult learner will understand and use calendar time
    - 3.1 Learner can say/write months of year in order (inc. abbreviation and numbers)
    - 3.2 Learner can use time relationship, i.e., next, last, after, ago, before

4. The adult learner will know weather terms

    4.1 Learner can list seasons in order
    4.2 Learner can ask about and describe daily and seasonal weather (sleet, fog, freezing rain, cloudy)

5. The adult learner will distinguish shades of color

    5.1 Learner can recognize shades, light/dark
    5.2 Learner can describe variety of complexion

BASIC SKILLS: CONSUMER EDUCATION

1. The adult learner will understand and recognize the terminology and abbreviations of housing ads

    1.1 Learner can select ads appropriate for needs, i.e., furn./unfurn., w/wc, appl., elec., on bus, bedrms, how much, how many

2. The adult learner will make common phone calls

    2.1 Learner can identify self correctly, i.e., spell name, address - as appropriate
    2.2 Learner can leave phone number for return call and relay message
    2.3 Learner can use phone book for emergency numbers
    2.4 Learner can request to use phone (dial 9, wait for tone, push down button not lit)
    2.5 Learner can use pay phone for local phone calls
    2.6 Learner can make appointments, i.e., doctor, dentist, job

3. The adult learner will request and follow simple directions

    3.1 Learner knows compass direction
    3.2 Learner can ask directions to store, post office, school, bus stop, i.e., blocks, miles, across, next, adjacent, kity corner, Where is --?, How do I find --?, I'm lost, Does this bus go to __?

4. The adult learner will understand local transportation

    4.1 Learner can request bus route/schedule information
    4.2 Learner can ride bus and transfer according to needs
    4.3 Learner can recognize and obey traffic signs, i.e., red, x-ing
    4.4 Learner knows basic vehicle parts, i.e., rear seat, mirror, hood, bumper, wheels, signal, brake

5. The adult learner will understand and use U.S. postal system

    5.1 Learner can buy stamps
    5.2 Learner can address letters, including return address
    5.3 Learner can mail letter in appropriate slot
    5.4 Learner can fill out change-of-address card

BASIC SKILLS: HEALTH

1. The adult learner will describe state of health

    1.1 Learner knows names and locations of vital organs, i.e., stomach, uterus, heart, lungs

    1.2 Learner can tell symptoms and states of being, i.e., I'm tired, I had a cough, I have a runny nose, I have a fever, I have chills, There is blood in my urine, My arm is broke, I sprained my ankle, I cut myself
    1.3 Learner can understand doctor's directions, i.e., "take" idioms, take temperature, specimen, blood pressure, get a shot

2. The adult learner will understand medicine dosage

    2.1 Learner can purchase common over-the-counter drugs, i.e., aspirin, cough medicine, laxative, midol, bandaids, burn ointment
    2.2 Learner can follow dosage directions, i.e., capsule, pill, tablet, at bedtime, every, four, hours, internal/external

BASIC SKILLS: COMMUNITY RESOURCES

1. The adult learner will be aware of available recreational services

    1.1 Learner can locate and use free public facilities, i.e., parks, libraries, museums, schools
    1.2 Learner knows how to locate movies, restaurants, and cultural events

BASIC SKILLS: U.S. CULTURE AND HISTORY

1. The adult learner will understand national cultural and religious observances

    1.1 Learner can give appropriate greetings for holidays
    1.2 Learner knows appropriate clothing and customs, i.e., Halloween, Valentine card exchange, St. Patrick's Day
    1.3 Learner can respond to holiday symbols

2. The adult learner will learn about West Coast geography

    2.1 Learner can identify Pacific Ocean, states, cities, major rivers, mountains on map

3. The adult learner will learn civic responsibilities

    3.1 Learner knows how to be a good neighbor, i.e., cut grass, don't litter, be considerate and concerned

BASIC SKILLS: MATHEMATICS

1. The adult learner will be able to do basic arithmetic computation as applied to daily living

    1.1 Learner can from a grocery ad decide what food can be purchased for $15
    1.2 Learner knows that if you spend $17.08 how much change will you receive from $20
    1.3 Learner can compute cost of multiple units (soup at 33¢. Buy 3 cans)
    1.4 Learner can compute unit cost (if lettuce is 4 for $1.00, how much is it per head?)

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HOME MANAGEMENT: GENERAL CLEANING AND MAINTENANCE

1. The adult learner will know how to turn lights on and off
    - 1.1 Learner can recognize common locations of light switches.
    - 1.2 Learner can recognize light switches.
    - 1.3 Learner can operate switches correctly.
2. The adult learner will know how to plug and unplug electrical appliances.
    - 2.1 Learner can recognize outlets and plugs.
    - 2.2 Learner can plug and unplug electrical appliances correctly and safely.
3. The adult learner will know how to change light bulbs.
    - 3.1 Learner can recognize light bulbs.
    - 3.2 Learner can change light bulbs correctly.
4. The adult learner will know how to use extension cords correctly.
    - 4.1 Learner can recognize an extension cord.
    - 4.2 Learner can use an extension cord correctly.
5. The adult will know how fuses and circuit breakers work
    - 5.1 Learner can recognize fuses and circuit breakers.
    - 5.2 Learner can replace defective fuse.
6. The adult learner will know how to use an electric range.
    - 6.1 Learner can turn range on and off.
    - 6.2 Learner can regulate heat.
    - 6.3 Learner can clean safely a range.
    - 6.4 Learner can deal effectively with minor problems of an electric range.
7. The adult learner will know how to use and maintain appliances such as: A. Oil, gas furnace or stove, B. Wood stove, C. Electric furnace or heater, D. Use and safety of matches
    - 7.1 Learner can turn stove on and off.
    - 7.2 Learner can regulate heat
    - 7.3 Learner can clean stove (furnace).
    - 7.4 Learner can deal safely with stove.
    - 7.5 Learner can deal effectively with minor problems of stove (furnace).
    - 7.6 Learner can use matches correctly.

8. The adult learner will know how to use water and the sink.

   8.1 Learner can turn water off and on.
   8.2 Learner can plug and unplug sink for holding water.
   8.3 Learner can regulate water temperature.
   8.4 Learner can operate garbage disposal.
   8.5 Learner can deal effectively with minor problems of water and sink.

9. The adult learner will know how to use exhaust fan (if necessary).

   9.1 Learner can turn exhaust fan on and off.
   9.2 Learner can deal effectively with minor problems of exhaust fan.

10. The adult learner will know how to use a dishwasher (if applicable).

   10.1 Learner can turn dishwasher on and off.
   10.2 Learner can regulate cycles.
   10.3 Learner can fill container with appropriate amount of soap.
   10.5 Learner can deal effectively with minor problems of dishwasher.

11. The adult learner will know how to use refrigerator.

   11.1 Learner knows the difference between freezer and refrigerator and the uses of each.
   11.2 Learner can regulate temperature of a refrigerator.
   11.3 Learner can clean/defrost a refrigerator.
   11.4 Learner can deal effectively with minor problems of a refrigerator.

12. The adult learner will know how to use common small appliances such as: Toaster, Fry pan, Mixer, Blender, Can opener, Coffee/tea pot.

   12.1 Learner can turn appropriate small appliance on and off.
   12.2 Learner can adjust appropriate small appliance.
   12.3 Learner can clean appropriate small appliance.
   12.4 Learner can deal effectively with minor problems of appropriate small appliance.

13. The adult learner will know how to use gadgets.

   13.1 Learner can demonstrate the use of: Knives, Forks, Spoons, Manual can opener, Manual egg beater, Measuring devices.

14. The adult learner will know how to dispose of garbage.

   14.1 Learner can recognize common locations for storage of garbage.
   14.2 Learner can move garbage from storage area to pick-up point.

15. The adult learner will know how to use storage space.

   15.1 Learner can recognize correct storage space for: Dishes, Silverware, Food (perishable, non-perishable), Cooking utensils, Appliances, Cleaning supplies.

16. The adult learner will know cleaning procedures.

   16.1 Learner can use cleaning appliances and supplies such as: Broom, Vacuum cleaner, Dust pan, Mop, Soap (Scouring, Liquid, Powder), Cloths, Sponges, Towels.

17. The adult learner will know how to use toilet.

    17.1 Learner can use toilet appropriately by: Sitting/standing, Use of toilet paper, Flushing, Disposal of nonflushables.
    17.2 Learner can clean toilet in a sanitary manner.
    17.3 Learner can deal effectively with minor problems of the toilet.

18. The adult learner will know how to use tub, sink, and shower.

    18.1 Learner can turn faucets on and off.
    18.2 Learner can control water temperatures.
    18.3 Learner can demonstrate knowledge of safety measures in the use of tub, sink and shower with: Children, Electrical appliances.
    18.4 Learner can clean tub, sink, and shower.
    18.5 Learner can deal effectively with minor problems of tub, sink, and shower.

19. The adult learner will know how to use bathroom items.

    19.1 Learner can use: Wash cloth, Towels, Soap, Shampoo, Razors, Toothpaste, Toothbrush, Tissues, Combs, Brushes, Hairdryer.

20. The adult learner will know how to use storage space.

    20.1 Learner can recognize proper storage space for: Medicines (first aid, other), Cleaning supplies, Linens, Personal or cosmetic.

21. The adult learner will be acquainted with American sleeping apparatus and customs.

    21.1 Learner can use box springs, mattress, and frame.
    21.2 Learner can use sheets, blankets, pillows, pillowcases, mattress cover, bedspread.

22. The adult learner will know how to use storage space.

    22.1 Learner can use closet space and apparatus such as: Hangers, Clothes bags, Shelves, Chests.

23. The adult learner will know how to use other bedroom furniture.

    23.1 Learner can use: Chest of drawers, Night stand, Lamps, Dressers.

24. The adult learner will recognize washable versus nonwashable items.

    24.1 Learner can separate washable items from nonwashable items.

25. The adult learner will use coin-operated washing machine.

    25.1 Learner can load machine.
    25.2 Learner can correctly separate colors.
    25.3 Learner can put correct amount/kind of soap/bleach in machine.
    25.4 Learner can turn on/put appropriate coin(s) in correct slot(s).
    25.5 Learner knows when machine is finished working.

26. The adult learner will use coin-operated drying machine and/or hang clothes to dry.

    26.1 Learner can load dryer properly.
    26.2 Learner can turn on/put appropriate coin(s) in correct slot(s).
    26.3 Learner knows when machine is finished and/or when clothes are dry.

27. The adult learner will know how to use ironing appliance(s).

    27.1 Learner knows which items may be and/or need ironing.
    27.2 Learner can use iron properly such as: Turn on/off, Plug in, Regulate heat.
    27.3 Learner can use ironing board such as: Put up/down, Regulate height.

28. The adult learner will know appropriate use of furniture items such as: Chairs, Couch/davenport, Coffee table, TV set, End tables, Lamps, Carpets/rugs, Drapes/curtains.

    28.1 Learner can care for and maintain living room furniture.

29. The adult learner will know appropriate use of furniture such as: Table, Chairs, Cupboards.

    29.1 Learner can use dining room furniture appropriately.
    29.1 Learner can care for and maintain dining room furniture.

30. The adult learner will know appropriate American eating/serving customs.

    30.1 Learner can recognize use of common eating/serving utensils such as: Silverware, Dishes, Tablecloths, Napkins.
    30.2 Learner can recognize common eating etiquette such as: Individual servings, Use of silverware in American style, Passing of food/buffet, Quiet eating.

31. The adult learner will know the concept of private property.

    31.1 Learner can identify own yard from neighbor's yard.
    31.2 Learner can recognize mutual responsibility for yard care.

32. The adult learner will maintain yard.

    32.1 Learner can use and maintain the following tools: Lawn mower, Rake, Broom, Hose, Shovel, Hoe.

33. The adult learner will use basic cleaning tools and supplies.

    33.1 Learner can use and maintain the following tools and supplies for general cleaning and maintenance. Floor cleaning, Window cleaning.

34. The adult learner will use basic maintenance tools.

    34.1 Learner can use and maintain the following basic tools and supplies: Hammer, Nails, Screws, Screwdriver, Tacks, Tape, Paint, Wrench, Pliers.

35. The adult learner will know how to deal with common household emergencies.

    35.1 Learner can put out minor fires such as: Recognize fire/smoke alarm, Recognize extinguishing equipment and precedures.

35.2 Learner can call fire department.
35.3 Learner can use fire alarm box.
35.4 Learner knows and can use evacuation procedures.
35.5 Learner knows and can use basic fire-preventive measures.
35.6 Learner can distinguish between major and minor medical emergencies (knows when to call the doctor).
35.7 Learner can identify poisonous products.
35.8 Learner knows and can use basic poison preventive measures.
35.9 Learner can distinguish between those who should and should not be allowed entrance into the home such as: Postman, Meter reader, Repairman, Garbage collector, Sponsor.
35.10 Learner can recognize the use of locking devices as home protection measures.
35.11 Learner knows and can use basic electric shock preventive measures.

HOME MANAGEMENT: RENTAL

1. The adult learner will recognize basic rental responsibilities.

   1.1 Learner can recognize the responsibility of payment of rent: On time, Proper amount.
   1.2 Learner can recognize the responsibility of giving proper notice for moving.
   1.3 Learner can recognize the responsibility of maintaining the rental property such as: Cleaning, Repairing, Preventing damage, Reporting damage promptly.
   1.4 Learner can recognize and use legal rights in dealing with landlords.
   1.5 Learner can recognize special provisions of rental agreement such as: Animals, Number of people in house, Children, Smokers/drinkers, Other.

HOME MANAGEMENT: HEALTH

1. The adult learner will know the conventions of personal cleanliness.

   1.1 Learner can role play appropriate ways of bathing.
   1.2 Learner exhibits clean hands after using lavatory.
   1.3 Learner wears clean clothing.
   1.4 Learner demonstrates appropriate use of handkerchief.

2. The adult learner will know how to clean his/her child's body.

   2.1 Learner demonstrates bathing a baby.
   2.2 Learner demonstrates diapering a baby.

3. The adult learner will know how to use a toilet.

   3.1 Learner can use toilet appropriately by: Sitting/standing, Use of toilet paper, Flushing, Disposal of nonflushables.

4. The adult learner will know proper dental hygiene.

   4.1 Learner can role play appropriate methods of brushing teeth.

5. The adult learner will recognize signs of illness.

   5.1 Learner can use and read thermometer properly.
   5.2 Learner can sterilize and care for a thermometer.

5.3 Given certain symptoms learner can diagnose cold and/or flu.

6. The adult learner will know proper care for a family member with a cold.

   6.1 With or without the aid of an interpreter learner can verbalize the proper care for a cold such as: Lots of rest, Liquids, Aspirin, Stay warm and dry.

7. The adult learner will recognize an illness when a doctor should be contacted.

   7.1 When a symptom is role played learner can ascertain if the doctor should be contacted.

8. The adult learner will distinguish between prescription and nonprescription drugs.

   8.1 Learner can identify a drug as prescription or nonprescription.

9. The adult learner will follow instructions on a medicine label.

   9.1 Learner can follow instructions on a label, with or without the aid of an interpreter.
   9.2 Given a hypothetical situation when instructions are not followed correctly, the learner can identify the danger.

10. The adult learner will follow instructions given by a doctor.

    10.1 With or without the aid of an interpreter learner can role play or verbalize comprehension of doctor's instructions.

11. The adult learner will have knowledge of different methods of birth control.

    11.1 Learner can utilize a preferred method of birth control.
    11.2 Upon request learner can tell where birth control devices may be obtained, with or without the aid of an interpreter.

HOME MANAGEMENT: NUTRITION AND FOOD PREPARATION

1. The adult learner will identify common food items.

   1.1 Given a food item learner can identify it.

2. The adult learner will know common food items available in the area.

   2.1 Given a food item learner can tell if it is available in the area.

3. The adult learner will know food items available seasonally.

   3.1 Given a food item learner can tell in what season it is available.

4. The adult learner will know proper storage precedures for food items to prevent spoilage.

   4.1 Given a variety of food items learner can demonstrate proper storage for these items.

5. The adult learner will know proper procedure for sanitizing food.

    5.1 Learner knows length of time food can be kept to prevent spoilage.
    5.2 Learner knows to wash vegetables before preparation.

6. The adult learner will know the procedure for sanitizing cooking and eating utensils.

    6.1 Learner can fill sink (pan) with warm water and correct amount of soap.
    6.2 Learner can wash and/or scrub utensils.
    6.3 Learner can rinse dishes.
    6.4 Learner can dry dishes and place them in dish rack.

7. The adult learner will keep working areas clean.

    7.1 After food preparation, learner can wash preparation area.

HOME MANAGEMENT: SELF DEFENSE

1. The adult learner will know principals of assault prevention.

    1.1 Learner can identify safe and unsafe situations.
    1.2 Learner can identify proper clothing for riding bicycles or walking at night.
    1.3 Learner can demonstrate how to secure a home (doors, windows).

2. The adult learner will in the event of an assault report it to the police.

    2.1 Learner can role play a telephone conversation with the police.
    2.2 Learner can role play a situation in which he/she reports an assault to the police in person.
    2.3 With the aid of an interpreter learner can role play a report of an assault to the police by telephone or in person.

HOME MANAGEMENT: CHILD MANAGEMENT

1. The adult learner will be able to enroll child in school.

    1.1 Learner can give name and address of school which child is to attend upon request.
    1.2 Learner can give personal data of child upon request.
    1.3 Learner can fill out school registration form with or without aid of an interpreter.

2. The adult learner will know attendance rules of the education system.

    2.1 Upon request, learner can give times and days child attends school.

3. The adult learner will know routine functions of education system.

    3.1 With or without the aid of an interpreter, learner can: Understand a report card, Communicate with child's instructor, Understand notes from school.

4. The adult learner will know when he/she needs day-care or babysitting facilities.

    4.1 Given a specific situation learner can identify whether or not it is appropriate to take children.

5. The adult learner will know conventions of babysitting and day-care facilities.

    5.1 Learner can identify requirements for a reliable babysitter or day-care center.
    5.2 Learner can enroll child in day-care center.
    5.3 Learner can provide appropriate information to give to babysitter or day-care center.

6. The adult learner will have knowledge of resources available for day-care.

    6.1 Upon request learner can provide the name of a resource available for day-care.

7. The adult learner will provide lunch for child while attending school.

    7.1 Learner demonstrates ability to pack a lunch.
    7.2 Learner demonstrates ability to enroll child in free lunch program.

HOME MANAGEMENT: MONEY MANAGEMENT

1. The adult learner will be able to allocate income to cover necessary expenses; to include savings for emergency expenses.

    1.1 Given information about amounts of monthly expenses, learner can parcel out income to cover all or minimum amounts of each bill.
    1.2 Learner can discriminate between essential and nonessential purchases in a list of choices.

2. The adult learner will be able to open and maintain a checking/saving account at a local bank.

    2.1 Learner can role play opening a checking/saving account.

3. The adult learner will be able to shop for food and clothing appropriate to family's needs and means.

    3.1 Learner can select "better" values in terms both of economy and of nutrition from sets of alternatives.
    3.2 Learner can give two or three possible sources from which to obtain needed item.
    3.3 Learner can identify location and hours of operation of source.

HOME MANAGEMENT: COMMUNITY RESOURCES

1. The adult learner will understand the role and operation of Adult and Family Services (AFS) as it pertains to him or her.

    1.1 Learner can avoid AFS sanctions.

2. The adult learner will understand the role and operation of the Employment Division (ED).

   2.1 Learner can search for/obtain work through ED.

3. The adult learner will understand eligibility for food stamps.

   3.1 Learner if eligible, can obtain food stamp assistance.
   3.2 Learner can obtain correct change from a food stamp purchase.

4. The adult learner will understand other public or nonprofit sources of assistance.

   4.1 Learner can name agencies, locations and types of assistance available.

School of Education
Adult Education
Oregon State University
Corvallis, Oregon 97331

GENERAL VOCATIONAL: APPLICATION AND INTERVIEW

1. The adult learner will understand personal data.
    - 1.1 Learner can respond to "wh" questions.
    - 1.2 Learner can fill out an application form with personal data.
2. The adult learner will understand sponsors' personal data.
    - 2.1 Learner can respond to "wh" questions for name and phone number of sponsor.
3. The adult learner will identify previous employment.
    - 3.1 Learner knows name(s) of past employers and their duties.
    - 3.2 Learner can respond to "What did you do in your country?" "What were your duties?"
4. The adult learner will identify previous education.
    - 4.1 Learner can answer yes/no questions.
    - 4.2 If the answer is yes, learner can respond to question "how many years?"
5. The adult learner will understand the interview process.
    - 5.1 Learner can answer above information in an interview situation.
    - 5.2 Learner can identify proper appearance.
    - 5.3 Learner can perform introductions.

GENERAL VOCATIONAL: TRANSPORTATION

1. The adult learner will be able to get to work or appointments on time.
    - 1.1 Learner knows map directions to locate bus stop.
    - 1.2 Learner can tell time.
    - 1.3 Learner can identify proper location and destination.
    - 1.4 Learner knows the difference between bus departure and bus arrival time.
    - 1.5 Learner can transfer successfully.

GENERAL VOCATIONAL: CAREER EXPLORATIONS

1. The adult learner will know names of demand occupations* through actual work observations.
    - 1.1 Learner can identify by name, pictures of -- occupations.

2. The adult learner will know the nature of the demand occupation.*

    2.1 Learner can identify work setting.
    2.2 Learner can identify tools associated with occupation.
    2.3 Learner can identify larger categories of individual occupations.
    2.4 Learner can identify education for occupations.

*Demand occupation is defined as regional refugee occupations. Local job sites where refugees are employed.

GENERAL VOCATIONAL: EMPLOYE RESPONSIBILITY

1. The adult learner will understand the concept of being on time.

    1.1 Learner can be expected to come to class on time, take proper breaks, and leave on time.

2. The adult learner will understand the relationship of time and money.

    2.1 Learner can compute wages from a time card (money, hours).
    2.2 Learner can calculate overtime.
    2.3 Learner can read a paycheck.

3. The adult learner will understand health as it relates to the job.

    3.1 Learner can use appropriate language for calling in sick, late and/or medical appointments.
    3.2 Learner can identify illnesses appropriate for not working.

GENERAL VOCATIONAL: EMPLOYER EXPECTATIONS

1. The adult learner will be able to follow directions.

    1.1 Learner can respond to compound verb commands.

2. The adult learner will be able to ask clarifying questions.

    2.1 Learner can question for clarification and/or repetition.

3. The adult learner will be able to perform safety responsibilities.

    3.1 Learner can locate appropriate safety equipment and signs in the classroom.

OREGON MINIMAL COMPETENCIES IN LITERACY TRAINING

1. Pre-reading

   1.1 The adult learner will understand concept of same and different.

      1.1.1 Learner can orally or through actions match two or more objects or pictures which are the same.

      1.1.2 Given three objects learner can point to two objects of the same color, shape and size.

      1.1.3 Given three objects learner can point to the objects which is different from the other.

   1.2 The adult learner is familiar with left to right progression.

      1.2.1 Given a picture story of three or more pictures in left to right sequence, learner can point to correct picture as story is told.

      1.2.2 Given three pictures learner can sequence them from left to right as story is told.

      1.2.3 Given a symbol at the left of a page and a series of symbols aligned across the page, learner can mark the same symbol.

   1.3 The adult learner is familiar with sequencing from top to bottom.

      1.3.1 Given a series of exercises as in 1.2.3, learner can complete in order from top to bottom.

2. Number Identification

   2.1 The adult learner will identify numbers.

      2.1.1 Learner can orally count objects, pictures and symbols from 0 - 10.

      2.1.2 Learner can point to correct number as the number is spoken.

      2.1.3 Learner can match a given number of objects or pictures with the correct written number.

      2.1.4 Learner can sequence numbers from 0 - 10.

   2.2 The adult learner will read numbers.

      2.2.1 Learner can read numbers written as numerals, i.e., 1,2,3.

      2.2.2 Learner can read his/her own telephone number, house number, apartment number, zip code, social security number, alien registration number and birthdate.

2.2.3 Learner can produce orally from memory the correct number from the above.

2.3 The adult learner will write numbers.

2.3.1 Learner can copy numbers.

2.3.2 Learner can take number dictation.

3. Letter Identification

3.1 The adult learner will identify letters.

3.1.1 When shown a letter, learner can say letter name.

3.1.2 Given a letter, learner can identify as capital or small.

3.2 The adult learner will read (spell) letters.

3.2.1 Learner can read (spell) letter names.

3.2.2 Learner can spell name and address.

3.2.3 Learner can spell name and address from memory.

3.3 The adult learner will write letters.

3.3.1 Learner can copy letters.

3.3.2 Learner can take letter dictation.

4. Common Survival Symbols

4.1 The adult learner will recognize common symbols for everyday survival, health and economic needs.

4.1.1 When shown common symbol, learner can give an appropriate oral interpretation, i.e., lb., ft/in, $, ¢, : (as in time), poison, restroom symbols, ? . (question/answer), do not used in international road signs.

5. Basic Sight Words

5.1 The adult learner will read basic sight words related to his/her survival needs.

5.1.1 Learner can read as sight words common form language words requesting numbers as responses, i.e., TELEPHONE NUMBER, HOUSE NUMBER, APARTMENT NUMBER, ZIP CODE, DATE, SOCIAL SECURITY NUMBER, ALIEN REGISTRATION NUMBER, BIRTHDATE.

5.1.2 Learner can read as sight words form language, i.e., FIRST NAME, LAST NAME, CITY, STATE.

5.1.3 Learner can read orally his/her own name and address.

5.1.4 Learner can read and mark appropriately on a form male/female, M/F, Mr./Mrs./Mz./Miss.

5.1.5 Learner can read key survival words, i.e., MEN, WOMEN BUS STOP DON'T WALK, WALK, EXIT, ENTRANCE, DANGER, HOSPITAL, NO SMOKING.

5.1.6 Learner can read days of the week, months and their abbreviations.

5.1.7 If appropriate, learner can read his/her bus number and symbol.

5.1.8 Learner can read orally common sight words relating to his/her oral vocabulary, i.e., what, my, the, a, and.

6. Form Langauge

6.1 The adult learner will write basic number and words used in filling out forms.

6.1.1 Learner can copy hand-printed words from chalk board and from a second sheet of paper.

6.1.2 Upon request learner can write following personal information: First name, last name, city, state, zip code, birthday, telephone number, social security number, alien registration number, date.

6.1.3 Given a familiar form, learner can complete form with correct personal information.

6.1.4 Learner can complete post office change of address card.

7. Spoken Language With Written Forms

7.1 The adult learner will associate spoken sentence with written sentence.

7.1.1 Given a sentence already known orally by learner, learner can recite sentence as he/she looks at written sentence.

7.1.2 Given a question and answer on a "sentence strip", learner can arrange strips in sequence and can read sentence aloud.

7.2 The adult learner will associate spoken word with written word.

7.2.1 Given the words for known sentence on flash-cards, learner can arrange cards in proper sequence and read words (sentence) aloud.

7.3 The adult learner will associate sound with letter.

- 7.3.1 Given word orally, learner can mark/point to letter that begins that word.
- 7.3.2 Given word orally, learner can write letter that begins that word.
- 7.3.3 Given consonant/vowel/consonant combination, learner can read word.
- 7.3.4 Given survival word in learner's vocabulary, learner can read word based on initial consonant clue.

APPENDIX B

Teaching Competencies for Job-Specific ESL Instructors as Identified in USOE - Funded Study

A Monograph for
Bilingual Vocational Instructor Competencies

Prepared by
Kirschner Associates, Inc.
Washington, D.C.
May, 1980

ESL COMPETENCY # 1 Develop Lists of Types of Sentences Most Frequently Used in the Specific Job

INSTRUCTORS WILL:

- Observe the use of English on the job and in the classroom/laboratory to identify essential job-related English language structures
- Collect job-related materials, such as job orders, reports, bills, time sheets, trade manuals, inventory lists, personnel and work policies, and personnel and work policies, and safety messages, used on the specific job
- Analyze a skill or task to identify job-related English language structures
- Analyze the duties, directions, and other activities requiring the use of English to identify job-related English language structures
- Identify the essential job-related English language structures required to perform adequately a vocational skill or task
- Identify the essential job-related English language structures required for applying for and interviewing for a job
- Determine the amount of speaking and understanding proficiency in English required for the specific job
- Determine the amount of reading and writing proficiency in English required for the specific job
- Determine the most successful sequences for teaching essential job-related English language structures required to perform adequately on the job
- Determine the amount of reading and writing proficiency in English required for the specific job
- Identify the most common inflectional forms (plurals, possessives, tenses, adjectives, adverbs, etc.) used on the job
- Identify the most common language patterns (direct objects, indirect objects, etc.) used on the job
- Identify the most common sentence transformations used on the job
- Analyze complex job-related English language structures to identify the basic or more simple structures that should be taught during the program
- Identify the appropriate register/style used on the job
- Identify the kinds of rhetoric required on the job
- Identify for the vocational skills instructor the factors that affect learning job-related English language structures

ESL COMPETENCY # 2 — Develop Vocabulary Lists of the Words Most Frequently Used in the Specific Job

INSTRUCTORS WILL:

- Observe the use of English on the job and in the classroom/laboratory to identify essential job-related English vocabulary
- Collect job-related materials, such as job orders, reports, bills, time sheets, trade manuals, inventory lists, personnel and work policies, and safety messages, used on the specific job
- Identify names of concepts, skills, tasks, duties, directions, warnings, etc., used on the specific job
- Analyze a skill or task to identify job-related English vocabulary
- Identify words that have special denotations or connotations
- Assess the essentialness of a word according to its frequency of use and importance of use on the job
- Determine the essential job-related English vocabulary required to perform adequately a vocational skill or task
- Determine the essential job-related English vocabulary required to interact with co-workers and supervisors on the job
- Determine the essential job-related English vocabulary required for applying for and interviewing for a job
- Determine the essential job-related jargon and slang expressions used on the job
- Determine the most successful sequences for teaching essential job-related English vocabulary required to perform adequately on the job
- Identify for the vocational skills instructor the factors affecting learning job-related English vocabulary

ESL COMPETENCY # 3 Coordinate English Language Instruction with the Vocational Instructor

INSTRUCTORS WILL:

- Observe instruction in the vocational skills classroom/laboratory and, if appropriate, learn basic job skills
- Obtain essential instructional materials used by the vocational skills instructor
- Obtain the course outline used by the vocational skills instructor
- Plan instructional units together with the vocational skills instructor
- Work with the vocational skills instructor to develop lesson plans which contain both vocational skills and English language skills to be taught
- Assist the vocational instructor in coordinating language instruction with vocational instruction
- Sequence job-related ESL instruction to meet the needs of trainees in the vocational skills program
- Develop routine procedures for monitoring the pace at which job skills and language skills instruction are proceeding
- Develop a schedule with the vocational skills instructor of the sequences by which job-related English language structures and vocabulary will be learned by trainees
- Coordinate vocational and language instruction at least on a weekly basis
- Reach an agreement with the vocational skills instructor regarding responsibilities for teaching job-related English language structures and vocabulary
- Review with the vocational skills instructor the essential English language structures required to perform adequately a skill or a task
- Review with the vocational skills instructor the essential job-related English language vocabulary required to perform adequately a skill or task
- Develop a common format for identifying essential job-related English language structures and vocabulary required for performing adequately on the job
- Prepare instructional materials (such as audiovisual materials) which present a consistent treatment of job-related English language structures and vocabulary
- Identify for the vocational skills instructor the most common problems students have in learning English language structures and vocabulary
- Decide with the vocational instructor the degree of correctness required in using job-related English language structures and vocabulary

ESL COMPETENCY # 4 Develop Learning Activities That Simulate the English Language Requirements of the Specific Job

INSTRUCTORS WILL:

- Work with the vocational skills instructor to develop strategies for providing instruction in job-related English language structures and vocabulary
- Develop special reinforcement drills on the job-related English language structures and vocabulary needed by students in order to perform adequately a skill or task on the job or in the vocational classroom/laboratory
- Develop instructional strategies that involve the use of several senses (e.g., sight, touch, movement, smell, and taste) in addition to hearing the sounds of spoken English
- Collect examples of forms and other documents used most frequently on the job or in the vocational classroom/laboratory
- Prepare instructional materials similar to those used by local employers
- Develop instructional activities that reflect the tasks and duties usually performed on the job or in the vocational skills classroom/laboratory

ESL COMPETENCY # 5 Develop Activities to Teach Survival Skills

INSTRUCTOR WILL:

- Identify the types of interpersonal and consumer skills with which the students have the most trouble
- Identify the English language structures most essential for interpersonal and consumer skills
- Identify the English language vocabulary most essential for interpersonal and consumer skills
- Determine the most successful sequences for teaching English language structures and vocabulary required in interpersonal and consumer situations
- Develop reinforcement drills/activities that require students to use English language structures and vocabulary necessary for survival in interpersonal and consumer situations
- Coordinate instruction in survival skills with the instruction in job-related English language structures and vocabulary
- Develop activities that require students to obtain additional information, such as reading the yellow pages of a telephone book and telephoning for information

ESL COMPETENCY # 6 Adapt Materials Used in the Specific Job for Use by Trainees of Limited English-Speaking Ability

INSTRUCTORS WILL:

- Select materials used on the job which may be used for job-related English instruction
- Determine the appropriateness of the reading level of the written materials (in comparison to trainees' levels)
- Identify the key job-related English language structures and vocabulary used in the materials
- Rewrite into simpler English materials that are at a reading level too difficult for trainees
- Develop illustrated materials for use as handouts
- Develop instructional games
- Review materials for the presence of cultural biases
- Develop multimedia materials (slides, transparencies, posters, etc.) to indicate concepts, processes, tools, equipment, skill/task sequences, etc., to complement written instructional materials

ESL COMPETENCY # 7 Correct a Trainees's English Only If an Error Changes the Intended Meaning of the Statement

INSTRUCTORS WILL:

- Determine the types of errors in job-related English language structures which may have a negative impact on the adequate performance of a skill, task, or duty on the job or in the classroom/laboratory
- Determine the types of errors in job-related English vocabulary which may have a negative impact on the adequate performance of a skill, task or duty on the job or in the classroom/laboratory
- Identify the sounds common to both the student's native language and English
- Identify the sounds unique to either the student's native language or English
- Identify the body language (gestures, etc.) that are unique to either the student's native culture or the United States culture in the local area
- Identify the characteristics of the English language (such as suprasegmentals, inflectional forms, derivational forms, and other elements) that are difficult for students to use or master
- Identify the areas of positive transfer between the students' native language and English
- Identify the areas of interferences between the students native language and English
- Determine each trainee's level of proficiency in English and make necessary corrections accordingly
- Make corrections without imparting a negative attitude toward the trainee or toward the trainee's native language or culture

ESL COMPETENCY # 8	Present the Types of Sentences in the Context of Usage of the Specific Job
INSTRUCTORS WILL:	Conduct special reinforcement drills for using and understanding the job-related English language structures needed by students in order to perform adequately a skill or task in the job or in the vocational classroom/laboratory Conduct activities that require students to use and understand the job-related English structures most frequently used in communicating with co-workers and supervisors on the job Conduct activities that require students to practice the use of the appropriate register/style used on the job Conduct activities that require students to practice the use of the different kinds of rhetoric used on the job Use instructional materials that are similar to the types of written materials encountered on the job
ESL COMPETENCY # 9	Present Vocabulary in the Context of Usage on the Specific Job
INSTRUCTOR WILL:	Conduct special reinforcement drills for using and understanding the job-related English vocabulary needed by students in order to perform adequately a skill or task on the job or in the classroom/laboratory Conduct activities that require students to use and understand job-related English vocabulary most frequently used in communicating with co-workers and supervisors on the job Use instructional materials that are similar to the types of materials used on the job

ESL COMPETENCY # 10 Prepare Instruments/Procedures to Evaluate Performance

INSTRUCTORS WILL:

- Develop student performance assessment criteria
- Develop criteria by which student understanding of a language concept can be assessed
- Prepare written and oral tests to measure use and knowledge of English language structures and vocabulary required on the job or in the classroom/laboratory
- Prepare performance tests to measure use of English language structures and vocabulary required on the job or in the classroom/laboratory
- Prepare tests which monitor the developmental learning of the trainees as well as their proficiencies in speaking, understanding, reading and writing English at the end of the course
- Instruct students in test-taking techniques
- Review test results with individual trainees

ESL COMPETENCY #11 Determine Whether the Trainee Has the English Language Proficiency Necessary for the Specific Job

INSTRUCTOR WILL:

- Identify those English language skills most important for performing adequately on the job
- Select the instruments/procedures to measure the English language performances in speaking, understanding, reading, and writing as required for performing adequately on the job
- Determine the trainee's performance level in English after each job-related language skill has been taught
- Assess trainee progress frequently throughout the program
- Reinforce for trainees the necessity of meeting minimum levels of English language proficiency required for the specific job
- Assign additional or alternative activities to help the student learn the specific English language skills that are not performed at a level required for performing adequately on the job

APPENDIX C

NEW VOCATIONAL MATERIALS
FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY
(SUPPLEMENT TO 1979 BIBLIOGRAPHY
DEVELOPED BY WKU PROJECT)

NEW VOCATIONAL MATERIALS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Compiled by
Susan B. Adams
Center for Career and Vocational Teacher Education
Western Kentucky University
Bowling Green, KY 42101

1. Prevocational ESL/Bilingual Materials (Chinese, Spanish, Vietnamese, Cambodian, Korean)

Developed by: Chinatown Resources Development Center
David Hemphill, Director
615 Grant Avenue
San Francisco, CA 94109
415/391-7583

Materials which orient LEP students to general skills/and knowledge which are basic to many employment situations. Native language materials are used to explain complex and/or confusing English language concepts.

These materials will be available in January, 1981, through Scott-Foresman Publishing Company. The title will be English That Works.

2. Job-Specific VESL and Bilingual (Korean/Spanish-English) Materials

Developed by: Project Mainstream
Truman College
Melaine Stephens, Director (on leave)
Elizabeth Tabor-Maschwitz, Acting Director
1145 W. Wilson Avenue
Chicago, ILL 60640
312/878-1700 Ext. 2177

This project has yielded job specific materials for use in VESL and/or bilingual vocational training.

These materials are presently being field tested, and may be ordered from the Truman Bilingual Vocational Center on a cost recovery basis.

The materials available through this project are listed below:

Description	.05¢ per page/No. of pages
Keypunch for Spanish-Speaking Students	
Student Manual (Spanish/English)	115
Teacher's Manual (English)	73

Description (Con't)	.05¢ per page/No. of pages
Keypunch for Korean Students	
Student Manual (Korean/English)	92
Teachers's Manual (English)	68
Basic Concepts in Drafting for Spanish-Speaking Students	
Student Manual (Spanish/English)	40
Teacher's Manual (English)	14
Drafting Fundamentals for Korean-Speaking Students	
Student Manual (Korean/English)	58
Teacher's Manual (not yet available)	
Accounting for Spanish-Speaking Students Accounting for Korean-Speaking Students	-available Dec. 1, 1980 approx. pages per manual - - - - -80

As of January 31, 1981, the following materials will be available:

VESL for Accounting
VESL for Data Processing
VESL for Drafting
VESL for Keypunch

There will be a teacher's manual and a student manual for each subject. The teacher's and student manual for each subject will together total approximately 175 pages.

The VESL materials may be ordered (on a cost recovery basis) from:

Mr. James Roth
Illinois Office of Education
Adult and Continuing Education Section
Department of Adult Vocational & Technical Ed.
100 North First Street
Springfield, Illinois 62777

3. Job-Specific Bilingual Vocational Education Materials

Developed by: Bilingual Vocational Training Project
University of Wisconsin-Stout
George Wehrs, Project Director
11A Harvey Hall
Menomonie, Wisconsin 54751

The following bilingual vocational materials (Spanish/Vietnamese-English) have been developed through this project:

1) Carpentry (text)
2) Welding (glossary)
3) Heating and Air Conditioning (glossary)

4. **Vocational ESL/Bilingual (Spanish/English) Materials:**

Developed by:
Bilingual Access Program (BAP)
Elgin Community College
Dr. Arturo A. Kotesky, Director
1700 Sparton Drive
Elgin, Illinois 60120
312/697-1000

This project has yielded the following materials:

Supplemental Guide for Technical Graphics	$1.50
Vocational English Student's Guide for Machine Tool Operations	2.50
Spanish/Bilingual Workbook for Welders:	
Shielded Metal Arc Welding	1.50
Oxy-Acetylene Welding	1.50
English as a Second Language for Business Communications	1.50
Vocational English as a Second Language for Plastics' Technology	2.50
Spanish/Bilingual Workbook for Culinary Arts	2.50
Vocational English as a Second Language Language for Food Production	1.50

To order materials above, contact the Bilingual Access Program office at Elgin Community College. Requested copies will be mailed upon receipt of check payable to Elgin Community College.

The following supplemental bilingual slide tape materials may be purchased through the Renner Learning Resource Center at Elgin Community College (Jack Weiss, Director--Extension 353). The approximate cost of this slide tape series is $850:

Brocolli
Cauliflower
Cucumbers
Radishes
Mushrooms
Dover Sole
Fish Fileting
Meat Tying
Roast Tying
Larding
Pan Flouring
Eggplant
Green Pepper
Leeks
Oranges
Pineapple
Liver
Lettuce
Lemons
Omelet
Snails
Making a Frill
Onions
Shallots
Garlic
Tomatoes
Tomato Seeding
Clarifying Butter
Potatoes I
Potatoes II
Duck Preparation
Deboning a Chicken
Lining a Cake Pan
Cleaning and Triming of Beef Tenderloin
Tenderloin Cuts--Chateau briand, Filet, Tournedos

The English tapes for the following may be purchased through Bergwall Productions, Inc., 839 Stewart Avenue, Garden City, NY 11530 (516/222-1111). Spanish tapes may be purchased from the Bilingual Access Program, Elgin Community College, at minimal cost with written permission from Bergwall Productions:

Depth Gauges
The Vernier Caliper
The Outside Micrometer
The Inside Micrometer
Dial Indicators

Energy and Stability
How Do Atoms Bond?
How to Draw Electron Dot Diagrams
Orbitals and Shapes of Molecules
Polar and Non-Polar: A Comparison

5. Low-level, Job-Specific VESL Materials

Developed by: Indochinese Project - Valley Vocational Center
Nick Kremer, Carolyn Feuille, Linda West - - Curriculum Developers
Willow Campus
320 N. Willow Avenue
La Puente, CA 91746
213/968-4638 (Ext. 224, 243, 251)

Job-specific, low-level ESL modules have been developed at this program for LEP students in the following areas of vocational training:

Welding
Auto Body Repair
Upholstery
Cosmetology

Key Punch
Auto Mechanics
Business Telephone Usage

Efforts are presently being made to have these materials commercially published. The materials are not available for national dissemination at this time, due to duplication costs. However, the program staff will share samples of their modules with you, upon request.

6. Bilingual (Spanish-English) Materials for Culinary Arts

Contact: Florent Hardy, Jr.
Director
Division of Vocational Education
State of Louisiana Dept. of Education
P. O. Box 44064
Baton Rouge, LA 70804

This material, entitled Manual de Cocina/The Cookbook, provides a bilingual glossary of culinary arts terms, Spanish definitions for English cooking utensil terms, and bilingual recipes. Bilingual rules for appropriate food service are also provided.

7. VESL Materials for Electronic Assembly

Developed by: John Latkiewicz
Utah Technical College
Skills Center
431 South 600 East
Salt Lake City, Utah 84102

Mr. Latkiewicz has developed job-specific VESL materials for LEP students with low English proficiency who are enrolled in electronic assembly training.

8. Competency-Based Adult Education ESL Modules: Health

(Native language supplements available in Spanish, Vietnamese, Korean and French)

These modules are not job-specific, but do provide ESL instruction in life-coping language skills. English instruction is provided to provide beginning-level student language skills for making a doctor's appointment, filling a prescription, visiting the doctor and going to the Emergency Room.

Order from: Curriculum Publications Clearinghouse
Western Illinois University
47 Harrabin Hall
Macomb, Illinois

Native language supplements are available for loan and/or reproduction from:

ESL/AE Statewide Service Center
500 South Dwyer Avenue
Arlington Heights, Illinois 60005

9. Bilingual Vocational Glossaries, Classroom Materials

Developed at: "Be Vital" Project
Denver Public Schools
Emily Griffith Opportunity School
1250 Welton Street
Denver, CO 80204

These materials were developed through a USOE-funded Bilingual Vocational Instructor Training grant which trained bilingual vocational teachers' aides. The materials were developed and produced by the trainees enrolled in this program. This project yielded two primary types of bilingual vocational materials:

1. Bilingual glossaries - for basic job-related vocabulary development in the following occupational areas:

   Office Occupations
   Basic Electronics
   Auto Body Repair
   Power Sewing
   Electronic Assembly

(All of the above are available in Lao/English and Vietnamese/English; the Electronic Assembly materials are also available in Cambodian/English.

2. Worksheets, Safety Rules (Lao/English; Vietnamese/English)

   Power Sewing
   Electronic Assembly
   Office Occupations

These materials are available at no cost to vocational education programs. For ordering information contact:

Lea Goodwine
860 Grape Street
Denver, CO 80220
Phone (Call after 1 p.m. MST, evenings or Saturdays):
303/321-8718

APPENDIX D

Strategies for Modifying Vocational Instructional Materials for LEP Students

MODIFYING VOCATIONAL MATERIALS FOR STUDENTS OF LIMITED ENGLISH-SPEAKING ABILITY

Developed by Susan Adams
Western Kentucky University

1. "Boil-down" the contents of a page as much as possible in as simple English as possible. (But use appropriate terminology - not "baby talk". Don't provide your students with inappropriate or simplistic language when they need to learn a complex term.) Place the "boiled-down" sentences and paragraphs on paste-on margin tabs. Attach to appropriate page. These tabs can either be purchased at school supply store or make your own with medium-weight paper and rubber cement.

2. Use brightly-colored felt tip markers to draw arrows, circle, underline or otherwise mark important words, illustrations, or statements.

3. If policy prohibits marking textbooks you may need to xerox the material and place in a notebook for the student.

4. Once one set of materials is modified, students can take the same material and duplicate your modifications on theirs. (Or the bilingual aide can assist with these.)

5. Vocational materials should be modified in conjunction with the teacher who will be teaching the material. An ESL teacher cannot be expected to be able to pick out the major components of instruction in, for example, Chilton's Automotive Repair Manual. This can be done in several "sittings" or through weekly staffings. Whichever approach is used, the vocational teacher should keep the ESL teacher informed regarding any English problems the LESA students are experiencing.

6. Note: The simple provision of a vocational vocabulary list to the ESL teacher by the vocational instructor will be of little benefit. The students' memorization of a list of terms, without accompanying illustrations, materials, and appropriate sentence utilization, will not be retained. Remember, the ESL teacher probably does not have a vocational background, and may not be able to provide appropriate usage of the terminology. However, by modification of materials, the student will [illegible] provided with the terminology used in proper context.

7. Once the vocational teacher and the ESL teacher have modified the vocational materials, the limited English-speaking student can bring his vocational text or modules to ESL class where the ESL teacher can then provide vocationally-contextualized ESL instruction. Much of the ESL instruction can come directly from the vocational text.

8. The ESL teacher may need to teach some vocational ESL terminology under the supervision of the vocational teacher, perhaps in the vocational laboratory setting. This may particularly be warranted in cases where the student will be working with hazardous materials or equipment or highly complex concepts. Agreement upon situations which warrant this approach should be reached in advance by the vocational teacher and ESL teacher. Times can then be scheduled for this instruction between the ESL teacher and vocational teacher when the student progresses to these learning activities.

Adapted from AVA presentation by Carole Johnson and Joan Jones, entitled, "How to Begin Today: Adapting Vocational Materials for Your Students Efficiently and Economically", Dallas, 1978.

DOES YOUR PROGRAM HAVE ESP?

by Susan Adams

There are many acronyms in the field of English as a second language--ESL (English as a second language), TESOL (Teachers of English to Speakers of Other Languages), EFL (English as a foreign language)...to name a few. One of the newer acronyms getting a great deal of use (mainly because it's an effective approach for many students) is ESP--English for Specific Purposes.

A beginning ESL teacher may at first be somewhat overwhelmed when faced with the prospect of providing English instruction which will keep his/her students interested and which best meets their needs. A tendency may be to grab some ESL textbooks and jump right in with lesson 1.

Instead of looking to your ESL library for a place to start, look to your students. Most likely, each of these students has a basic core of English skills which they need to acquire as rapidly as possible, based upon their own unique life and/or educational situation.

As Mary Galvan, a noted ESL authority, has indicated, there are many "nice to know" English skills that your students will eventually have to acquire. However, what ESP instruction should initially focus upon are the "have to know" English skills. Then, if the student's time will permit, English instruction may then progress to the "should know," "desirable to know," and, finally, the "nice to know" English skills.

As an example, let's say you are working with several students who are unemployed or underemployed and need expedited language and occupational training. The time and economic constraints of these students should be your foremost consideration in selecting the type of ESL you will provide. Students with these kinds of needs should definitely be provided ESP instruction--English which is specifically geared to meet their most pressing needs. In this case, you would provide occupational-specific ESL instruction--English the students need to function effectively in training and actual occupational settings.

Different kinds of educational programs lend themselves best to various types of ESP instruction. The type of ESP instruction described above (vocational ESL) is best provided in a vocational program, where the ESL teacher and vocational teachers can work closely together, selecting occupational-specific English for student instruction. Other educational programs may provide other kinds of ESP instruction. A high school ESL program, for example, may need to provide English instruction for specific academic areas (math, chemistry, etc.) An adult education program, on the other hand, may focus on provision of ESP for literacy skills, GED preparation, or consumer skills, to name a few.

Happily, there are increasing numbers of ESP materials becoming available which are designed to provide training in English skills specific to various student needs. Many gaps still exist, however, since the needs of limited English-speaking students are quite diverse. In instances where ESP materials are not available which were designed to meet your student's specific needs, there are two things you can do. One course you can take is to identify the material the students have to know (based upon their specific needs). You then can simplify this material, using a good word frequency list. Extra drill can be provided in English vocabulary specific to that material. Another alternative is to use your existing ESL materials as a basis for your instruction, but substitute your target ESP English into exercises where your regular ESL textbooks deal with English about pets, going to the movies, in-home conversations, etc.

There are some criticisms about ESP instruction which we should examine. One criticism is that ESP is too specific and

(Continued on page 4)

DOES YOUR PROGRAM HAVE ESP? (Cont.)

does not provide your ESL learners with a broad enough language base. Most proponents of ESP do not in any way advocate that once a student has mastered a specific set of ESP skills that English learning should stop, leaving the student with only a small, specific body of English skills. The student should be strongly encouraged to continue to upgrade his/her English skills, either for other specific needs or through general ESL study. One strength of ESP is that it does provide the student confidence and skill to function effectively in a specific situation/ environment. Many of the English skills a student gains from ESP instruction are then easily generalizable to numerous other situations. For example, the English skills the student may acquire for simple classroom interaction with peers or teachers will often be applicable for him/her to use in many social situations. Every student should be strongly encouraged to continue to upgrade and broaden his English skills base, either while still enrolled in your program or as his/her time will allow.

Another negative comment that sometimes crops up regarding ESP instruction is that it is too demanding for an ESL teacher, requiring the instructor to respond to too many varying needs among students. Granted, ESP may certainly be a challenge to an ESL teacher, especially if the teacher is working with a large number of students. However, by taking a close look at the unique needs of each student, you will find that all students in your class most likely have some needed skills which are generalizable for all or most of the total group. Large group instruction can be then provided for these general skills. Instruction in the more specific English skills each student needs can then be managed in a number of ways. Peer tutoring, use of tapes and Language Masters, plus small group and individual tutoring can all be employed by a creative ESL teacher. If you have a class of ESL students with an overwhelming number of diverse needs, you should consider acquiring one or more teacher's aides to assist you in coordinating your class activities. These may be either volunteers or someone hired specifically for this purpose, depending upon your budget constraints.

(Cont.--Column 2)

The English language contains a huge body of words. Your job as an ESP teacher is to strip out the language most important to your students and use this as a basis for your English instruction. There are at least two benefits to using the ESP approach. One benefit is that your students will have a high level of interest in English learning, since the instruction is directly correlated to their most immediate needs. The other benefit is that, since ESP stresses English that the students use in their everyday training or other daily situations, their use and retention of these English skills will be very strong.

ABOUT THE AUTHOR.. Susan Adams is director of the Western Kentucky University project to provide training, technical assistance and support to Kentucky vocational programs enrolling students with limited English proficiency.

APPENDIX E

Professional Resources for Vocational Educators of LEP Students

PROFESSIONAL RESOURCES FOR VOCATIONAL EDUCATORS OF LEP STUDENTS

ADAMS, SUSAN AND TAYLOR, STEPHAINE	Bibliography of Currently Available Vocational Education Curriculum Materials for Use with Students of Limited English Proficiency, (1979). Available from Elsie Kennedy, Kentucky Department of Education, Capital Plaza Tower, Frankfort, Kentucky 40601 (No charge)
CENTER FOR APPLIED LINGUISTICS	Adult Education Series: Teaching ESL to Illiterate Adults. Available from Language and Orientation Resource Center, Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, D.C. 20007. (Free while supplies last)
CENTER FOR APPLIED LINGUISTICS	Adult Education Series #2: A Selected Annotated Bibliography of Materials for Teaching English to Indochinese Refugee Adults, (1980). Available from Language and Orientation Resource Center, Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, D.C. 20007.
CENTER FOR APPLIED LINGUISTICS	General Information Series: A Selected Bibliography of Dictionaries. Available from Language and Orientation Resource Center, Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, D.C. 20007. (Free while supplies last)

Contact Language and Orientation Resource Center, Center for Applied Linguistics for a listing of other materials--cultural information and strategies for teaching English. Free "hot-line" service: 800-424-3750 or 800-424-3701.

CRANDALL, JOANN	Language in Education: Theory and Practice #22--Adult Vocational ESL, (1979). Available from Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, D.C. 20007.

GALVAN, MARY	"Developing the Language Component." Training material from November, 1980 Workshop for Vocational Educators of Students with Limited English Proficiency sponsored by Western Kentucky University and Kentucky Bureau of Vocational Education, developed and presented by Mary Galvan, Austin, Texas--consultant. May be obtained from WKU LEP Vocational Project, 403 College of Education, WKU, Bowling Green, Kentucky 42101. (No charge)
GALVAN, MARY AND TERDY, DENNIS	Content Area Instruction for Students with Limited English Proficiency, (1979). Available from Bilingual Education Service Center, 500 South Dwyer Avenue, Arlington Heights, Illinois 60005.
HURWITZ, ALAN	Bilingual Vocational Instructor Training: (Information Series No. 201), 1980. Available from the National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Price: $3.25)
ILLINOIS ADULT INDOCHINESE REFUGEE CONSORTIUM	VESL Lesson Design, (1981). Order from Illinois Indochinese Refugee Consortium, 500 South Dwyer Avenue Arlington Heights, Illinois 60005.
INTERAMERICA RESEARCH ASSOCIATES, INC.	Application of Automatic Data Processing in Bilingual Vocational Training Programs, (Forthcoming March, 1982). Contact InterAmerica Research Associates, Inc., 1555 Wilson Boulevard, Suite 600, Rosslyn, Virginia 22209 or U.S. Department of Education, OBEMLA, Reporters Building, Room 421, 400 Maryland Avenue, S.W., Washington, D.C. 20202. (No charge)
INTERAMERICA RESEARCH ASSOCIATES, INC.	Assessing Successful Practices in Bilingual Vocational Training, (1981). Contact InterAmerica Research Associates, Inc., 1555 Wilson Boulevard, Suite 600, Rosslyn, Virginia 22209 or U.S. Department of Education, OBEMLA, Reporters Building, Room 421, 400 Maryland Avenue, S.W., Washington, D.C. 20202. (No charge)

KIRSCHNER ASSOCIATES, INC.	A Monograph for Bilingual Vocational Instructor Competencies, (1980). Available from Evaluation Dissemination and Assessment Center, California State University, 515 State University Drive, Los Angeles, CA 90032. (Price: $2.95).
LITERACY VOLUNTEERS OF AMERICA, INC.	I Speak English: A Tutor's Guide to Teaching Conversational English (Revised), 1981. Order from Literacy Volunteers of America, Inc., Sixth Floor Midtown Plaza, 700 East Water Street, Syracuse, New York 13210. (Price: $5.50)
LOPEZ-VALADEZ, JEANNE	Bibliography of Bilingual Materials for Career/Vocational Education--A List of BESC Library Holdings, (Revised, 1980). Order from Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb, Illinois 61455. ($1.35 prepaid)
LOPEZ-VALADEZ, JEANNE	Vocational Education for the Limited English-Speaking: A Handbook for Administrators, (1979). Order from The Bilingual Vocational Education Project, 500 South Dwyer Avenue, Arlington Heights, Illinois 60005. ($2.50 - make check payable to NEC-CCSD#15.)
MANGANO, R. MICHAEL AND KRYSZAK, SARAH J.	Vocational Curriculum Resources for Bilingual Students: A Guide to Print and Non-Print Instructional Materials, (1979). Available from The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P. O. Box 5448, McMullen Highway, Cresaptown, Maryland 21502. (Price: $5.00)
THE OHIO STATE UNIVERSITY	'It Isn't Easy Being Special'--Here are Programs that Work--Selected Vocational Programs and Practices for Learners with Special Needs: Research and Development Series No. 177. Available from The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. (Price: $13.00)

THE OHIO STATE UNIVERSITY	'It Isn't Easy Being Special'--Resources, Agencies and Organizations That Serve Special Needs Learners: Research and Development Series No. 177 and No. 178. Available from The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Price: $13.00)
WEHRS, GEORGE AND AMAN, PILAR	A Planning Handbook for Bilingual Vocational Education, (1980). Available from George Wehrs, Room 11-A, Harvey Hall, University of Wisconsin-Stout, Menomonie, Wisconsin 54751. (No charge)